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ABSTRACT

This report describes the early childhood and elementary education systems in Latin America and the Caribbean islands, and examines obstacles to educational improvement in this region. Central to the report is the fact that although over 90 percent of the population enrolls in primary education at some point in their lives, 15 percent of the people of the region are completely illiterate, and even more are functionally illiterate. The first part of the report discusses: (1) access to primary education; (2) demographic trends; (3) retention; (4) dropout rates; (5) educational quality; (6) special education; (7) teacher education; and (8) adult literacy programs. The second part of the report consists of 49 tables presenting educational and demographic data on 38 nations and territories. (MDM)

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Pre-school and basic education in Latin America and the Caribbean

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Pre-school and basic education in Latin America and the Caribbean

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This document was produced by a team of specialists of the Regional System of Information (SIRI) of the UNESCO Regional Office of Education for Latin America and the Caribbean (OREALC) formed by E. Schiefelbein, J.C. Tedesco, S. Heikkinen and S. Peruzzi.

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Presentation

The international agencies that organized the Conference on Education for All, Jomtien, Thailand, 1990, are working together to help with the achievement of those goals agreed upon by the countries that participated in the Conference. Therefore a special effort is being made to diffuse information on progress on each of those goals. Information seems to be one of the strongest incentives for countries to continue advancing towards these goals.

In Latin America and the Caribbean, UNESCO and UNICEF have joined forces to provide a baseline for the application of the Jomtien agreements. Te present document accurately describes the initial situation and the obstacles for improving the educational systems. It is expected that this characterization will help the countries to define their strategies with greater precision as well as to eventually assess the achievements during the initial phase.

Some 40 comparative tables are used to describe the initial conditions on coverage and quality. The report also includes a cross country comparative analysis based on the data used in the tables. The section on coverage contains comments based on indicators such as: school access related to the demographic dynamics, retention, grades passed, prospects of achieving universal primary schooling, illiteracy levels and adult basic education. Concerning quality, the indicators are: repetition levels, capacity to care for children with special needs, instruction and training of educational agents, time and resources dedicated to training and administrative procedures.

We hope that ensuing publications will be used to monitor progress of the goals of Jomtien and to identify well focused strategies. Presently, we are willing to receive suggestions to help us eliminate any involuntary errors generated by handling such a huge quantity of information and to improve the quality of indicators used for describing the educations systems.

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First Part

Summary of the regional situation

The countries in the region have extended access to primary school to include isolated groups in rural areas, which until now had been excluded from the system. Figures indicate that 92.3% of the population from a single age group enrolls in primary education at some point in their lives (Table 1). In 27 of the 34 countries for which data are available, over 95% of the population of a single age group enters primary school. Only in five countries are access rates under 80%. This progress has been achieved despite the apparently slow growth in enrollment, since demographic pressure has now eased.

The quality of education, on the other hand, has been slower to improve, and despite growing efforts by the countries, serious problems remain in most educational systems in the region. In fact, direct indicators, such as high repetition rates and poor academic performance detected in some countries of the region –especially as compared to those in developed countries, or on the part of rural students as compared to their urban counterparts– indicate serious problems in terms of the quality of education. Indirect indicators, which measure factors that appear to affect students' academic performance, also confirm the existence of problems in quality. Teachers' relatively low wages, the actual short duration of the school year, the less amount of time devoted to learning as such, the fact that many students lack textbooks, the poor state of repair of schools or high temporary dropout, are the more notable among these problems which affect students from the most vulnerable population groups to a greater degree.

Almost universal access has led to considerable progress in literacy levels (Table 33). For the first time in the region one sees a reduction in the number of absolute illiterates i.e., individuals who report themselves as illiterate in population censuses. Nevertheless, the region still faces a serious problem since there are still 42.5 million absolute illiterates, who now account for 15.1% of the population over the age of 15. The problem is especially serious because it is concentrated in seven countries, among indigenous populations in four other countries and among people over 40 in almost all of Latin America. There is also a large number of functionally illiterate individuals who have received literacy training (or who consider themselves literate), and yet remain unable to make minimal use of reading, writing and arithmetic in their daily lives.

Expansion and improvement of pre-school education

The increase in enrollment is particularly significant at the pre-school level, with 14% of the 0- to 5-year old population attending in 1988. This meant a 9.1% yearly increase during the 1980-88 period (Table 5). The percentage of children between the ages of 0 and 5 attending pre-school doubled in the region, rising from 7.8% in 1980 to 14% in 1989. This significant growth in pre-school education was due to both pressure from a growing number of working mothers who rely on social support for child care and an attempt to reduce the incidence of school failure observed in primary school. Demographic factors such as the slower population growth have influenced this rapid growth as well. Many countries are integrating pre-school (kindergarten and pre-kindergarten) courses into primary schools, where reduced population growth rates or depopulating areas free up spaces in initial courses. This strategy is particularly important because it implies enrolling additional students in pre-school education with the same overall resources provided for general primary education (the marginal cost per pupil is almost nil). Insofar as pre-school education only covers a small fraction of the population, it is important to observe its effect on equal opportunity.

Pre-school education is mainly delivered to older children who are closer to the primary school entrance age. Two thirds of the five-year olds and over a quarter of the three- to four-year olds attend school. Nearly all English-speaking Caribbean countries have made school compulsory for 5-year olds. Health care and early childhood stimulation programmes are concentrated on children under three, whereas programmes catering to mothers and families, community development and overall services for children (with education and health care components), cover all ages at that level.

School enrollment rates for the 0-to-5 population in the English-speaking Caribbean countries and in Cuba, Mexico, Argentina, Chile, Peru, Uruguay and Venezuela, are over 15%, with Brazil and Costa Rica approaching the same percentage (Table 5). The increase during the 1980-1989 period has been particularly rapid in the cases of Mexico, Brazil, Argentina, Panama, Nicaragua, Costa Rica, Grenada, Dominica, Montserrat and the Dominican Republic.

The private sector has played an important role in catering to those sectors that can afford pre-school education. This has notably limited their contribution in the rural sector. One fourth of pre-school attendance in the region is private, and in many Caribbean countries virtually all of it is private, although heavily subsidized (Table 6). In all the countries, except for the English-speaking Caribbean, private attendance in the rural sector is less than half what it is in the urban sector (the average is one eighth). The pupil/teacher ratio tends to be lower in the private sector than in the public sector, but this trend is not as pronounced in rural areas (Table 8). In any case, there are no notable differences in pupil-teacher ratios between the two sectors, except in three countries.

Attendance is concentrated in urban areas, as shown in the inequality index obtained by comparing the percentage of attendance to the percentage of rural population, except in the cases of Mexico and Venezuela where the State has made special efforts to ensure a more homogenous distribution (Table 6). The availability of pre-school education favours middle and upper sectors of the population, despite certain headway made in attendance in marginal areas through non-formal programmes. The use of mass media (radio, TV or newspapers) to stimulate interest among parents and the community in general, usually tends to favour urban middle-class families, but can also encourage community-based non-formal programmes.

Pre-school education institutions tend to be small, which might account for higher costs except in the case of non-formal programmes (Table 10). In six countries the average is close to or less than 50 children. Private institutions tend to be small because a growing proportion of private efforts occur through non-formal programmes of a diversified and disperse nature.

In summary, the rapid expansion of pre-school education over the last decade has been one of the most important changes in the education sector of the countries in the region and should continue to help in reducing the incidence of school failure in primary education. The increase in attendance rates, particularly among the 5-to-6 year old population, is a significant achievement. Problems persist, however, such as the high percentage of children who have not been incorporated, the concentration of availability in urban areas, the significant differences in the quality of services provided on the basis of economic strata attended and the training and remuneration of educational agents and lastly, the disparity of teaching approaches which leads to difficulties in students' adjustment in their transition to the primary level.

Enrollment and strategies

Enrollment in basic education has increased in virtually all the countries (except in those where all school-aged students are already enrolled). This is reflected in the continuous increase in the net schooling rate of up to 86% for the 6- to 11-year old population (Table 15). However, in various countries of the region, schooling deficiencies persist in remote rural areas and among indigenous groups.

The net schooling rate for some single age groups (usually the nine- or ten-year old age group) exceeds 93% (Table 13). In other words, almost all the children in each new single age group eventually enroll in the primary education system of most of the countries. This, together with the fact that regular students remain enrolled in the school system for five years or more,

establishes the bases for minimizing the increase in absolute illiteracy among the new generations.

The strategies for extending the years of education vary greatly, but at least one pre-school grade tends to be offered, which students enter at least at age six. Some countries, as in the English-speaking Caribbean, have made education compulsory starting from age 5 and, in the case of Colombia, one preparatory year prior to formal primary school (grade zero) has been added.[1] Other countries have extended primary school to grades seven, eight and nine, and recently the Ministry of Education of Chile announced its intention of extending it to grade 10. The following sections will deal with access to primary education, the opportunity for entering, the number of years students remain in the system and the grades ultimately passed.

Access to primary education and demographic dynamics

Despite the apparently slow increase in enrollment, countries have extended access to general basic education to all social sectors, including isolated groups in rural areas. In 1988, 92.3% of the population of the 10-year old age group was enrolled in primary education in the 32 countries included in the analysis (Table 13). The figure for the nine-year old age group is very close (91.6%), but cannot be compared to that of the eleven-year old age group because many of these students are in secondary school (which is not included in this table). Since this percentage reflects students enrolled in a specific school year, and other students of this same age group may have been enrolled in previous years (and then dropped out), it is an indicator of the minimum level of a cohort's "access" (at least that percentage of the single age group of the corresponding population has been enrolled). Real access is probably around 95%.

In fifteen countries over 98% of the population of a single age group has access to primary education, and in five countries the figure is under 80% (Table 13). These figures (despite a few inconsistencies in the data for a couple of countries which do not affect the trends referred to in this paragraph,[2] indicate that the problem of access to basic general education tends to have been overcome in the region, despite the economic restrictions under which the systems operate. Access to primary education tends to be universal in the more developed countries and in urban areas of lesser developed countries; but certain limitations persist in rural areas, extremely poor areas and among indigenous groups.

Late entry and early permanent dropout of school cause the net schooling rate (the average schooling rate of five or more cohort groups), to be much lower than the (minimum) access rate. The net schooling rate of the 6- to 11-year old population was 85.3% in 1988, an eight percentage point difference with respect to the access rate for that year (93.2%). This difference suggests that most students enroll in the educational system of the region on time and remain in it for an average of five years or more. The net schooling rates by sub-region range from 75% in the case of Central America to over 93% in the English-speaking Caribbean.

This high access and length of time a student remains enrolled may appear contradictory in terms of the slow growth in enrollment recorded in the 1980s –just 1.5% per year (Table 21)– but that growth is calculated on the basis of total volume of students enrolled, and enrollment in primary school exceeds the school age population by 9% (see the gross schooling rate in Table 15). In any case, this rate exceeds the 1% population growth rate of the younger age groups (Table 11), which is much below the 2.1% total population growth rate of the region during 1985-1990.[3] Therefore, the universal spread of primary education must be analyzed taking into account changes in population growth rates, access to primary school, the point at which students drop out and the speed with which

[1]National Planning Department, Plan de Apertura Educativa 1991-1994, MEN-DNP-UDS-DEC-2518 Document, Bogota, March 19, 1991.

[2]In some countries, the school-age population obtained from census data or household surveys may be underestimated or, perhaps, enrollment has been overestimated. There are also traditional biases in this type of data. There is a tendency, for example, to round off ages, so there may be percentages over 100 for the ten-year old age group in some countries when the bias of the total population is corrected and the enrollment figure is not.

[3]CELADE, Boletín Demográfico, Vol. XXIII, No. 45. Santiago, Chile, January 1990.

students are promoted to the higher grades of the system. The following paragraphs thus present an analysis of primary students' access, attendance and progress.

Timely access to primary education

Most students enter school at age six or seven (Table 12), but twenty percent enter late with respect to the admission age established in each country (Table 1). Figures indicate that 53.9% of the cohort enters at age six or less; another 28% enters when the cohort reaches age 7, which means late entry in those countries where the entrance age is six (Table 13). The remainder of students (10.4%) enter primary school late -6.5% at age 8, 2.2% at age nine and 0.7% at age 10 (Table 13). These percentages are obtained by comparing the net schooling rates for a single age group to those of the preceding age group, until arriving at the cohort with the highest rate, defined above as the "minimum level of access".

Late entry is an indicator of the limitations on the demand for education, given the current levels of quality of the education supply (particularly in terms of its importance for entering and advancing in the job market or for activities in the home). Despite parents' great interest in educating their children, the considerable degree to which late entry occurs is partly responsible for preventing complete primary schooling from becoming universal in the region. The percentage of early and permanent dropout of primary school is another indicator of the limitations on the demand for education which is dealt with in the following section.

Late entry is a source of inequality since it reduces the total number of years lower income students remain in the system, and generates age heterogeneity in the classroom. Insofar as dropout is determined by the age at which students begin to work (13 or 14), late entry into school tends to reduce the number of years students remain in school. This particularly affects students from families of lower socioeconomic backgrounds, since they are the ones who must work at these ages. Thus, their levels of learning are reduced, due to the less amount of time spent at school, and to the fact that their co-students are of mixed ages, and that teachers seldom give individualized instruction.

Timely admission, on the other hand, facilitates the passing of grades and speedier promotion to the higher grades of the system. Textbooks are designed for specific ages and teachers have less difficulties in organizing the learning experiences of homogenous age groups. Thence that the countries are making efforts to achieve timely entry of a maximum number of students, as a way of contributing to raising the quality of education. Late entry can be reduced through public campaigns to encourage timely registration into school, self-learning modules or through other incentives such as school meal programmes, transportation and school supplies.

High retention capacity of the school system

Eight out of every ten students from a single age group (cohort) remain at least seven years in primary school (even where there is temporary dropout), and begin to drop out of school at age 13, with dropout intensifying from age fourteen on. (Table 13 only offers a proxy indicator of permanent dropout since it does not include students that enroll at high school level). Average schooling in primary school is 6.8 years (Table 4).

It is likely that the high retention shown by enrollment does not reflect temporary dropout. Comparison of enrollment retention with the high dropout rates calculated using the statistical forms filled out by school principals would suggest this. Some fragmentary data suggest that youths who take part in harvesting drop out after five or six months of study. They re-enroll the following school year, repeating the same grade and studying the same material they had already covered the previous year. Thus, a vicious circle of continuous repetition results.[4]

Dropout begins in most countries at the age of 13. However, temporary dropout starts in the initial grades on a massive scale and leads to high repetition levels later on. Given the ages at which dropout occurs, and the fact that most children enter school at the age of 7

[4]For those countries with enrollment data by grade and age over a period of eight or more years, SIRI has also reported a similar average of the number of years an age cohort remains in the system (rather than analyzing the situation for a given year). Similar conclusions have been reached by making separate calculations for boys and girls.

or 8, it may be concluded that students appear enrolled in the school system for at least five or six years, even when there is partial attendance during the school year (many students drop out temporarily).

Early permanent dropout appears to be associated more with demand factors than with limitations in the supply of spaces in schools. The key factors would be economic and work pressures (which also influence temporary dropout), reaching the legal working age, multiple repetition at school, or finishing the last grade available at an incomplete school. Although the first two causes are partially exogenous to the education sector, education that is more relevant to students' surroundings and daily life, might reduce the influence of economic pressure on early dropout, or facilitate amendments to the legislation on the minimum working age. The other two causes might be controlled through improvements in the quality of education in order to reduce repetition, or through multigrade schools which have proven to be an excellent solution when run with adequate technology (see comments on teaching methods and self-instruction below).

Grades passed

According to SIRI estimates, the average student remains in the six grades of primary school for 6.8 years, but advances 4.2 grades (Table 4). Only 47.2% of students enrolling in school today ultimately complete the six years of primary school,[5] although 56% graduate after repeating three or more grades. An average of 15.5 student-years of study are required to graduate one student from primary school. And an average of 1.7 years of study are required to promote a student to the next grade, in a decreasing range from grades one to six.

These figures show that the average student must occupy a seat in a grade (attend classes) for 1.7 years in order to finally pass the grade and be promoted to the next one or, conversely, that 70% of the students require an extra year to complete one grade. This longer period of time needed to pass grades can be interpreted in two ways. According to one view, it indicates flexibility; i.e., it is the way in which the school system (and particularly each teacher) responds to students' different learning capacities and to their previous experiences as a whole. Thanks to this flexible attendance, there is a 70% increase in the resources given to students (even where the same traditional frontal teaching methods are used), so that slow-learners can finally achieve educational objectives that are too ambitious to achieve in one school year. According to the second interpretation, it would be necessary to change teaching methods in order to raise the quality of education and obtain a higher academic performance in each school year. The authorities lack adequate information that would permit them to get a sense of the real magnitude of the repetition problem. And they have yet to identify those experiences that have proven successful in reducing the problem of repetition with minimal additional resources, particularly in regard to textbooks and certain basic equipment -(e.g. the results obtained by the Escuela Nueva in Colombia, the Escuela para Aprender in Chile or community teachers in Mexico, which involve an additional cost of 5% per student over those existing before the experience).

Towards the universal spread of basic education

Although the magnitude of the educational supply does not appear to be a limitation to the universal spread of primary education –the first goal of the Major Project– it is necessary to make better use of the available capacity in order to reach it. The gross schooling rates for the region (109% for the six grades of primary education) suggest that the supply of education systems is large enough to satisfy almost the entire population of the corresponding school age, although in many cases it would be necessary to improve its quality. The supply is adequate in 25 of the 32 countries for which detailed information is available (seven Latin American countries have gross rates of under 100%). But most of this capacity is currently used to attend to the large number of repeaters in the region (Table 4). In other words, from the standpoint of the educational supply there are problems related to the quality of teaching that lead to repetition, and prevent the universal spread of primary education.

Primary education is becoming more equitable

[5]This rate is lower than for Africa and Asia. UNESCO, World Education Report 1991, Paris, 1991, p.31.

among different geographic areas, as almost all the school-age population is being offered access. Thus, it may be concluded that most children in rural areas also have access. In fact, the situation is noteworthy in ten countries in which the percentage of rural enrollment exceeds the percentage of population in rural areas (Table 22). However, it is useful to point out that, despite the fact that the supply of primary education in terms of the number of spaces is equitably distributed, qualitative differences persist which shall be dealt with in the following section.

There are many other factors related to this increase in the availability of primary education, besides the extended supply. Notable among these are the campaigns to generate interest in educating one's children, the fact that most parents now have some minimum level of schooling which allows them to appreciate the advantages of educating their children, shorter distances to multigrade schools, the increased share in urban population, improved systems of transportation and communications and reduced population growth rates. Several other factors could doubtlessly be added to this list, but it is enough to mention them so that they may be examined in those countries which are still struggling to provide universal access.

It is thus possible to conclude that, from the standpoint of demand, the problem of the universal spread of complete primary education is largely a problem in the quality of education. In other words, achieving timely entry and reducing early dropout would depend on adequate incentives and on a proper selection of teaching techniques and appealing educational experiences. Further research is needed into the characteristics of the demand and the different factors (including ethnic and cultural factors) which affect it, and also in identifying (and evaluating) successful methods and experiences.

High repetition rates as indicators of poor quality of primary education

Indicators estimated by SIRI on the quality of primary education and the scores in standardized achievement tests in the six countries where they are used, suggest that serious problems in terms of quality exist in the region, despite the various strategies employed by the countries in their increasing attempts to deal with these problems. SIRI has estimated high repetition rates in the primary education of countries in the region, except for six Latin American countries and the English-speaking Caribbean (Table 4).[6] This shows that a significant number of students fails to meet the minimum academic performance standards required in order to be promoted to the next grade, and this failure mainly affects students from the most vulnerable population groups, particularly students from rural and marginal urban families.

SIRI estimates suggest that there is a serious repetition problem in the region that has only slightly improved over the past decade. The repetition problem is compounded in grade one, although repetition is high in all grades (Table 4). The average rate of first grade repetition estimated by SIRI is 41.4%, almost double the 22.0% detected by the school principles.[7]

Students from poor families –under the fiftieth percentile of income distribution– have much higher repetition rates than the national average.[8] If one assumes that the repetition rate of these families is double the repetition average of students above the fiftieth income distribution percentile, the first grade repetition of students from poor families would be close to 60%.

Since methods for raising the quality of education and reducing the level of repetition are becoming

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[6]SIRI estimated repetition rates by using two alternative models that yielded similar results. The SSG model analyses the flow of newcomers by age in order to calculate first grade repetition levels. (See E. Schiefelbein. "First grade repetition levels in China 1987-1988". OREALC Santiago, August 1990). The SMMG model calculates repetition levels for all grades in the system by reconstituting student enrollment flows through the grades for each age cohort of the school population (See E. Schiefelbein, I. Molfino, H. Martínez and M.C. Grossi. "A simulation model for monitoring student flows". World Bank, Washington D.C., 1987).

[7]Bulletin of the Major Project in the Field of Education in Latin America and the Caribbean No. 18, p. 18, OREALC, April 1989. Philip R. Fletcher and Sergio Costa Ribeiro, Modelling Education System Performance with demographic data. An introduction to the PROFLUXO Model, ILO/UNDP-IPEA/IPLAN-LNCC/CNPq, Brasilia, 1989.

[8]While in the high-income urban Southeast area first grade repetition is 37.4%, in the low-income rural Northeast area it is 73.9%. See Sergio Costa Ribeiro, As deficiencias do sistema educacional Brasileiro, LNCC/CNPq. March 1992. (Table 4).

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available, it is useful to estimate the additional cost with respect to an optimum teaching situation. According to the results of the SMMG model, this cost would be around US$ 3.4 billion per year only in primary education. This figure is obtained by multiplying the 21.5 million students who repeated primary education in 1987, with the average cost per student of US$156 (Table 4). A significant amount of these resources are devoted to temporary dropouts who return the following year to the same grade in the same school or in a different one. It is necessary to identify the causes of the repetition problem more accurately in order to design realistic solutions, particularly for rural and marginal urban areas. To this end, field studies could be carried out in various countries of the region, similar to those undertaken in Honduras by a team from the University of Harvard.[9]

This level of repetition is an indicator of the problems educational systems have experienced in adjusting to the growing cultural and age heterogeneity of the school population, and of their limited capacity to assimilate change. The gap is widening between the rapid generation and accumulation of knowledge in society, on the one hand, and the slow incorporation, transmission and distribution of this knowledge through schools, on the other. The many and not always successful attempts to update, transform, reform or renew educational systems sponsored by governments in the region show this phenomenon and force a systematization of the positive experiences assessed in the region.

Special education

Insofar as the first goal of the Major Project –to provide universal access to primary education– has been reached by most of the countries, there has also been success in ensuring that many handicapped children who require special education due to their mental, physical or sensorial disabilities, attend class whether within the regular school system or in special institutions. However, the exact extent of the disability problem and the demand for special education is unknown.[10] There are no clear strategies and policies on how to deal with it. The conceptual ambiguity in determining who are in fact the children with special educational needs, makes it difficult to evaluate the services provided, assign priorities in relation to the resources required and estimate the comparative advantages of each alternative strategy. In fact, statistics on the region suggest that many disabled children attend schools that cannot provide the specialized attention they require (Table 31). This situation brings to light the need to improve the quality of teaching in primary education involving individual and group work of all students.

A significant percentage of the school-aged population has yet to be identified as children with special learning needs (whether they are in school or not). Although children with very conspicuous disabilities are most likely left out of the educational system owing to the lack of adequate services or because schools do not wish to admit them, children with minor disabilities are accepted in regular schools. In all countries with primary education access levels of over 90% of the corresponding single age group, a greater number of children with special learning needs attend regular school than is reflected in the statistics (Table 31). If it is assumed that one out of every ten people in developing countries have a physical, mental or sensorial handicap,[11] it may be estimated that there are at least 1.6 million slightly to moderately disabled children who now attend regular schools which are not prepared to attend to their special needs, thus preventing these children from performing satisfactorily at school, and frequently forcing them to repeat grade.

Official figures on special education for the region only cover less than 1% of the population between the ages of six and eleven. The variety of technologies used

[9]E. Cuadra and G. Ewert. "Comparison of school records with parent's information on enrollment, repetition and dropout: a field study in Honduras". Project Bridges, Harvard University, July, 1987. N. Mc Ginn, F. Reimers, A. Soera, M. Soto and S. López, Why Do Children Repeat Grades? A study of rural primary schools in Honduras, Project Bridges, Harvard University, June 1992.

[10]Some fragmentary data suggest that a small number of handicapped children are not included in census statistics. See T. Lenz and M. Alvarado, "Niños Especiales en areas rurales", MinEd-OREALC-UMSA, La Paz, 1987.

[11]United Nations, "World Action for the Disabled", New York, 1983, p. 12. See also, United Nations: "Disability: Situation, Strategies and Policies", New York, 1987. Nevertheless, developed countries such as Germany, Finland, the Netherlands, Israel, Norway, New Zealand or Sweden provide special education for only 3% to 5% of the school-aged population whereas Denmark does so for 13% (UNESCO, "Review of the present situation of Special Education", Paris, 1988).

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or types of education offered, characterized by major differences in the student-teacher ratio (Table 31), suggests a need to exchange information in order to select the best techniques or strategies.

Some countries have begun to deal with special students in a comprehensive manner, integrating them into the regular system and into a normal social environment (Table 30). In so doing, they are following recent trends in the countries that have made headway in best dealing with such problems.[12] However, more than half the disabled children (identified as such) attend special schools when this should only be 10% or 20% of all handicapped children (without counting the disabled who currently attend the regular education system and are not identified as such). What is also evident is that special education is only available in urban areas and, 32.1% of those attending special schools in the region -(in six countries it ranges from 30% to 52%)- attend private schools with priority for children of families that can afford to pay for the service.

There is a trend to adopt measures aimed at finding a combined solution to the problems of quantity and quality in the supply of special education, along with prevention in order to reduce disabilities, and individualized attention in the regular school setting. It is difficult, however, to evaluate the results obtained, since the real impact is often long-term, given the slow development of this type of effort. Better information is also required on the scale of efforts being carried out at the present time and the incidence of exogenous factors, such as levels of economic development, health care, nutrition, education and social stability.

Education and training of teachers and educational agents

Although many teachers have been trained and upgraded, the countries are aware that in order to improve the quality of education they need educational agents with better training, and will have to provide teachers and administrators with real opportunities for professional training. It is noteworthy that some countries have finally succeeded in ensuring that all their teachers have teaching certificates or degrees. Although it has not been possible to substantially improve the quality of teacher education programmes, partly due to the difficulties experienced by teachers' colleges in attracting good applicants –the countries have made efforts over the last two years to reorganize teacher training programmes. Despite these efforts, there has been little improvement or innovation in the training of teachers or of those responsible for their training. For this reason, teacher training is shaping up as a priority issue that will require action in the future.

Two-thirds of the teachers in the region have professional certificates or degrees (Table 25). The lack of trained teachers is concentrated in rural areas. (It is probable that the average percentage of teachers without certificates or degrees in the region is twice as high in rural areas). Efforts to train in-service teachers have been frustrated because once they get their certificates or degrees, they tend to move to urban areas, given the lack of mechanisms for adjusting wages to job market levels. Several countries have started diagnoses on teachers' condition in society, often developed in collaboration with teachers' unions, and measures are being sought to deal with the problems described.

The considerable deterioration of teachers' wages and living conditions over recent years has led many teachers to leave the profession and has made it difficult to attract good students to teacher training institutions and to hire qualified personnel willing to work in isolated rural schools. In addition to losing many teachers, often the best, those who remain devote less time to education since they supplement their income by working at second jobs, and so their commitment to teaching activities is weakened. The measures adopted to deal with this situation are aimed at providing incentives for working under difficult conditions, such as in marginal urban areas and in rural areas with difficult access. In many countries, differential wage scales have been set up, or the personnel are given housing subsidies. The idea of flexibly increasing incentives has been considered when no applicant with a certificate or degree applies for a specific position, despite the fact that there are teachers with certificates or degrees in the country who are unemployed, until a

[12]Only 10% or less of disabled persons (less than 1% of all children) are so severely handicapped as to require special care outside of the regular education system. See United Nations, "Disability...", op-cit, pp. 53-54.

high enough level of incentives exists to attract teachers with the necessary requirements. In six member countries, incentives have taken the form of annual awards for the most outstanding teachers in the country.

Time and resources for learning

Increased educational supply should not necessarily have affected quality, especially since it was developed simultaneously with a reduction in the number of pupils per teacher (Table 24). Part of the expansion was due to a one percentage point increase in private participation. (In Chile, the greatest increase in the participation of the private sector occurred from 20% in 1980 to 38% in 1989, but was subsidized with public funds). In fact, the average of 29 students per teacher observed in 1980 dropped to 26 in 1989. While in 1980 eight countries reported an average of 35 students or more per teacher (in a total of 30 countries for which data were available), in 1989 only 4 countries –El Salvador, Honduras, Haiti and the Dominican Republic– reported the same ratio. The number of students per teacher in the private sector, as compared to that in the public sector is greater by seven students in the 23 countries compared, but there are no significant differences in the number of pupils per teacher between the public and private sectors (the difference does not exceed 6 students). The situation changes slightly when comparing urban and rural areas separately.

The reduction in the number of students per teacher, at a time when the economic crisis has taken its toll on the resources allocated for education, has meant a reduction in teachers' wages. This reduction may influence the total amount of time teachers may be willing to devote to their work and the intensity of their efforts. Already in 1988 a recovery was observed in average annual wages which approached 1980 levels, and it is likely that this trend has held in recent years.[13] The average wage level remains at about twice the per capita GDP, although it varies widely between countries. These changes in wage levels are not directly related to changes in the quality of teachers. Instead, they respond to decisions by the state in the face of pressure exerted by teachers and various societal groups.

The policy of reducing the number of students per teacher at the expense of cutting back wages is inconsistent with the findings of relevant research. When teachers use traditional frontal teaching methods, the number of students (within a broad range) does not seem to influence the academic performance of the students, although teachers find it easier to work with a smaller number of students.[14] Teachers' average wages do not reflect differences between the various types of activities. It would be interesting to establish wage policies that could get trained teachers into rural areas.

In any case, the distribution and use of resources within the education system limit both the time that can be devoted to learning and the provision of the complementary elements essential to effective teacher's work. Actual working hours tend to be much lower than the legal standards of each country. For example, many schools in rural and marginal urban areas, offer less than three hours per day of classes, or a school year of under 100 class days.[15] The factors responsible for this distressing phenomenon are well known. They include the fact that school schedules do not take harvest time into account, buildings are sometimes used for more than two shifts, rural teachers have to travel long distances to and from school when housing is not available or subsidized, and there is little flexibility for the temporary replacement of teachers who are ill or who retire during the school year. Measures for coping with these problems tend to combine the improvement of teachers' working conditions with the availability of textbooks to allow students to work on their own, training of teachers to use textbooks, decentralization of decision-making over replacements and greater control over attendance with the support of the community.

[13]No completely reliable data are available on teachers' wages. The figures appearing the text are obtained from expenditure items for salaries in the Ministries of Education, since they alone permit a region-wide comparison of conditions. However, these amounts generally tend to be much higher than those obtained in direct surveys.

[14]M. Lockheed & A. Verspoor, Improving Primary Education in Developing Countries, World Bank, Washington D.C., 1990, p. 40.

[15]Out of these 300 hours of class work per year, it is likely that 50% are spent on administrative activities which do not provide systematic learning experience. This situation can be compared to the 220 actual days of class work in Europe with a minimum of 6 hours per day, or 1 440 hours of class work, 70% to 80% of which is spent on learning experiences.

A noteworthy example of high quality of education as a result of a redistribution of resources and a very small additional budget is the programme designed in Colombia for rural areas. This programme involves multigrade work, student government, self-learning textbooks, use of local context and linkages with the community, evaluation by module and on-going teacher training via microcentres where teachers from nearby schools can exchange experiences. Similar models are being tested in other countries facing similar problems. Many specialists are now discussing the validity and extension of this type of programme.

Decentralized administration

Given the great extent of the resources allocated to administering education systems and to the impact the various administrative modalities can have on the quality of learning, the administrators of educational systems have attempted to decentralize decision-making or implementation, while at the same time seeking complete, reliable and timely information to make the necessary adjustments when local decisions conflict with national policies.

Between 10% and 20% of teachers carry out administrative or directive tasks (Table 26), although teachers tend to be assigned or commissioned for other tasks, which may distort an analysis of the figures. This percentage drops to 5% or 10% in rural areas. The increase in educational supply has not changed the proportion of administrative or supervisory personnel. This is an aspect on which case studies are required in order to provide the countries' educational authorities with information that will help to better organize teachers' work. Descriptions of the ways in which work is organized are needed, within both centralized and decentralized systems, and within good or poor quality systems, in order to identify the differences and promote the most effective available strategies.

Primary schools tend to be large enough in urban areas (over 200 students per school) and too small in rural areas (Table 28). Running schools with too few students leads to higher costs or poorer quality in these rural institutions, except when teachers are trained and provided with textbooks that support personalized teaching techniques needed to operate multigrade classes. Except for Haiti, El Salvador, Paraguay, the Dominican Republic and Caribbean countries, all the countries have an average of fewer than 100 children per rural school, and in six countries the average is 50 children or less. The low concentration of population and the fact that the advantages of working in multigrade systems are not exploited seem to explain why a significant number of rural schools are incomplete (over 40% of these schools in four out of the eight countries for which data are available) (Table 29). Too many incomplete schools might then explain why rural schools are small and generate early permanent dropout. This vicious circle can only be broken by training teachers in multigrade techniques and providing self-learning textbooks that allow the teacher to take on a more active role in the process since he does not have to spend all his time conveying information already contained in textbooks.

Recovery of traditional expenditure levels in education

Public spending on education declined in real terms by 30% between 1980 and 1985, and has partly recovered in recent years. This recovery has been greater than a small increase in Gross Domestic Product (GDP) indicating the region's decision to give greater relative priority to education. This is reflected in the increase in the percentage of the GDP spent on education from 3.3% in 1975 to 3.7% in 1988 (Table 42). This trend seems to have continued into 1992, in which case, the total expenditure levels of the early 1980s have been recovered. However, per capita expenditure continues to be less than that of 1980 and is equivalent to one-tenth of the resources industrialized countries spend on education.

Literacy, post-literacy and adult education

Absolute illiteracy

Although a new decrease in the number of absolute illiterates (i.e., those who report themselves as illiterate in population censuses) has been observed in the

region, there is still a serious problem since 42.5 million illiterate remain –slightly over 15% of the population over the age of 15– as well as a large number of functionally illiterate individuals, i.e., persons who have received literacy training (or consider themselves to be literate), but who are unable to cope with even a minimum level of reading, writing and arithmetic in their daily lives.[16]

Progress in the fight against illiteracy has meant that the problem in now concentrated in seven countries of the region, although serious problems also exist in terms of the high level of illiteracy among the indigenous population of four other countries and among the population over forty in almost all of the countries in the region (see Tables 33 and 34). The progress made has been significant. Estimates of absolute illiteracy, based on census data at the time, set the figure at 44.3 million in 1980. This figure was reduced to 42.5 million by 1990, while the 68.8 million inhabitants by which the population increased during this period were provided with literacy training as well. Estimates of the absolute illiteracy during this period are comparable, since they are based on projections of the 1980 census data carried out with standard demographic methodologies.[17]

Despite all the progress made, and assuming that this historical trend continues, the problem will only have been reduced to 39.3 million illiterate individuals, or 11.1% of the population over 15 by the year 2000 (Table 34), but only one third of these illiterates will be under 44 years of age. In other words, only 6% of the 117 million population under the age of 44 would report themselves as illiterate that year, although 21% of the population aged 44 and over would consider themselves illiterate. This estimate suggests that the region should double its efforts to ensure that absolute illiteracy is reduced to less than 10% before the end of the century, or to target its efforts to literacy programmes for the younger groups.

Special projects must be prepared in order to reduce the problem in seven countries –Brazil, the Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua and Haiti (see Tables 33 and 34)– which would otherwise have percentages of absolute illiteracy of 15% or more by the end of this century. Similarly, specific projects are needed for the indigenous populations of Bolivia, Ecuador, Guatemala, Mexico and Peru, which continue to report high rates of illiteracy, especially among indigenous women. Such projects would be aimed at extending primary schooling to rural populations and providing opportunities for adult literacy training (particularly young adults). The availability of new census data during the nineties with more precise information about the groups which have not yet been included in catchment areas of education systems or literacy training programmes, will permit projects to be effectively designed.

Significant headway in the campaign against absolute illiteracy has been made among the young population, and half of absolute illiteracy is now accounted for among the over-40 population. An analysis of absolute illiteracy rates by age group shows constant progress in all countries (Table 33). Illiteracy rates in the 15-to-19-year old group –estimated for 1990 on the basis of rates of access to primary education– are almost half of those for the 34-to-43-year old group calculated on the basis of data from the last census available. Furthermore, absolute illiteracy rates among this last group are a little less than half those for the over-44 group.

The progress made in overcoming absolute illiteracy is associated with the increase in the rates of access to primary schooling and the selection of more effective adult literacy training programmes. The headway observed in access to primary education –referred to above– explains the low rates of illiteracy among younger population groups. Thirteen of the twenty Latin American countries, and all of the English-speaking Caribbean countries, have absolute illiteracy rates of less than 6% in the 15-to-19-year old group (Table 33), including children with serious physical or mental impediments that prevent their attending regular primary school (see section on special education). The rest of the progress made is due to the greater accuracy in channelling attention to traditionally ignored groups, the selection of improved forms of adult lit-

[16]It is important to make a distinction between the two categories of illiteracy - absolute and functional - in order to analyze the problem accurately and prevent ambiguities in the use of the information available on each country.

[17]New estimates will be prepared once the results of the 1990-1992 censuses become available. This study will permit estimating the long-term impact of literacy campaigns.

eracy training and the identification of aspects which encourage adults who enroll in literacy training to complete their programmes.

Overcoming absolute illiteracy in younger generations also implies that the traditional discrimination against women in primary education has been overcome. In most of the countries, there is now no significant difference between the rates of absolute illiteracy among men and women under 30. But differences do persist among indigenous and rural populations and among older age groups.[18] In any case, regional studies, meetings and publications have dealt with the educational situation of women and will serve to maintain interest in this subject and to propose elements for a full education (literacy training, civic education, health training, agricultural production and handicraft techniques) that would enable women to challenge and overcome their traditional marginality.

Functional illiteracy and post-literacy training

Progress in overcoming absolute illiteracy suggests the advisability of initiating both an analysis of the factors which lead to higher levels of functional literacy and experiments with new strategies to reach literacy levels required for any effective participation in economic and social development processes. Functional literacy is understood to be the ability to understand and exchange written communication, including simple calculations, and is considered a prerequisite for active citizens and for taking part in processes of technological change -e.g. working with new agricultural crops or in campaigns to prevent diseases and in health programmes. In order to successfully handle this stage of the struggle against illiteracy, new indicators must be available, and there must be understanding of the role of both the regular education system (day and night school) and adult literacy programmes in solving the problem.[19]

[18]Education opportunities for women, UNESCO-OREALC, Bulletin of the Major Project in the Field of Education No. 24, April 1991.

[19]When functional literacy has not been achieved through regular primary education, an adult training process is needed in order to create close links between the teaching of reading, writing and arithmetic and training for work and production. Such a process must necessarily be based on the needs of the adults in their real life and work.

Although international comparisons of absolute illiteracy are based on population census figures, a more precise definition of the indicators used is needed in order to design strategies aimed at functional literacy that would enable individuals to take part in the sustained development of a country. Such indicators are needed to define realistic goals and monitor the progress made towards achieving those goals in order to either adjust the goals themselves or the strategies employed.[20]

Basic adult education

The concept of basic adult education, implying autonomous self-learning, has yet to be fully assumed by several countries in the region, where it is still reduced to primary school and elementary education. This concept was reiterated at the Conference of Jomtien where the countries agreed to ensure their citizens access to reading, writing and arithmetic and to develop their basic skills and knowledge for everyday living.[21] However, many adults are seen as "failing to consolidate autonomous learning which can be transferred to other contexts that differ slightly from the initial one".[22]

Not enough data are available to permit characterizing basic adult education at regional level (the information available is shown in Table 32). However, it is possible to point out that the development of regular basic adult education has levelled off and has even been cut back in some countries, as an ever-increasing percentage of children enter day school at the appropriate age. This development in basic adult education enrollment is consistent with school admission standards in most countries –youths over 15 are usually accepted into basic adult education– and greater learning opportunities are provided by Non-Government Organizations (NGOs), in response to the specific needs

[20]Among the activities undertaken for the International Literacy Year (ILY) within the framework of REDALF, UNESCO and OEI held a workshop in October 1990 to discuss a research proposal on functional illiteracy. A publication compiled the main proposals and experiences on the subject and the research design currently underway in Argentina, Chile, El Salvador and Peru. The first findings of the research will be analyzed in November, 1992.

[21]Meeting basic learning needs. Reference Document. World Conference on Education for All, Jomtien, Thailand, (WCEFA), OREALC, Santiago, 1991.

[22]N. Elichiry, Alfabetización en el primer ciclo escolar, UNESCO-OREALC, Santiago, 1991, p. 35.

of adults.[23] Both regular and non-formal basic adult education is offered in evening and night courses, mainly in urban areas and by Ministries or Secretariats of Education. It caters to young people who have just dropped out of the regular day system in order to work and to adults who never had access to school or who dropped out at some point along the way.

Conclusions

Access to school has been extended to isolated groups in rural areas, which up until now had been excluded from the system in some countries. Figures show that 92.3% of the population of a single age group enrolls in primary education at some point in their lives (Table 1). In 27 of the 34 countries for which data are available, over 95% enrolls. Only in five countries are access rates under 80%. This has been achieved despite the apparently slow growth of enrollment, since demographic pressure has now eased.

Headway in terms of quality of education has been slower and, despite growing efforts by the countries, serious problems remain in most educational systems of the region, which mostly affect students from the most vulnerable population groups. Indeed, direct indicators such as high repetition rates and poor academic performance detected in some countries of the region –as compared to developed countries– or the poor achievement of rural students as compared to urban students, reveal serious problems in terms of quality. Indirect indicators –factors which appear to influence students' achievement– such as teachers' relatively low wages, the actual short duration of the school year, the reduced time devoted to teaching as such, the fact that students lack textbooks, the poor state of repair of schools or high temporary dropout -confirm the existence of problems in terms of the quality of primary education in the region.

The greater access to primary school is linked to the reduction in illiteracy rates. For the first time, a decline in the number of absolute illiterates, i.e., of those who report themselves as illiterate in population census, is seen in the region. However, the region still has a serious problem since 42.5 million absolute illiterates remain, who now account for 15.1% of the population aged 15 and over. The problem is particularly serious owing to the fact that it is concentrated in seven countries, among indigenous population groups in another four countries and among the population over the age of 40 in virtually all Latin American countries. Besides, there is a great number of functional illiterates, i.e., persons who have undergone literacy training or who consider themselves to be literate, but who are unable to make minimal use of reading writing and arithmetic in their daily lives.

[23]REDALF has published a study on "La contribución de las Organizaciones No Gubernamentales de desarrollo de la educación de adultos" UNESCO-OREALC, Santiago, 1989.

Second Part

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Table 1

LATIN AMERICA AND THE CARIBBEAN: INDEXES OF COVERAGE AND ACCESS TO THE SCHOOL SYSTEM

Subregion and country	Gross schooling rates (% of age group enrolled in the system)							Access to primary education	
	Pre-school level	Primary level		Secondary level		Higher level		On time	At some time (minimum estimate)
	1989	1965	1989	1965	1989	1965	1989	1989	1989
South America	13.0		106					68.7	92.0
Argentina	19.7	101	112 [a]	28	74 [d]	14	41 [d]	100.0	100.0
Bolivia	9.0 [a]	73	89	18	34	5	23	60.7	98.1
Brazil	13.4 [b]	108	101	16	38 [a]	2	11	69.0	91.9
Colombia	7.0 [c]	84	109 [c]	17	52	3	14	39.7	79.8
Chile	15.9	124	100 [c]	34	75	6	19 [a]	43.1	98.9
Ecuador	5.9	91	113 [a]	17	56 [d]	3	25 [a]	81.5	100.0
Paraguay	3.9	102	105 [c]	13	29	4	8	100.0	100.0
Peru	14.2	99	118	25	70 [c]	8	32	66.2	95.0
Uruguay	11.2	106	107	44	77 [a]	8	50 [a]	43.4	100.0
Venezuela	17.5	68	105	27	56 [a]	7	28 [a]	76.0	95.3
Central America and Panama	6.5		90					65.2	81.5
Costa Rica	10.7	106	103 [c]	[illegible]4	41	6	27	43.0	100.0
El Salvador	6.7	82	78	17	26	2	17	64.6	78.6
Guatemala	4.6 [d]	50	78 [d]	8	21 [d]	2	29 [b]	51.9	72.0
Honduras	5.5	80	107	10	32 [b]	1	10	82.7	96.5
Nicaragua	7.9	69	95	14	37	2	8 [d]	72.7	77.3
Panama	9.1	102	107	34	59 [a]	7	22 [a]	82.2	96.1
Gulf of Mexico	18.3		106					91.6	95.9
Cuba	25.8	121	103	23	89	3	21	100.0	100.0
Haiti	3.5	50	60	5	19 [d]	0	1 [e]	1.3	44.1
Mexico	19.6	92	110 [c]	17	53	4	15	96.4	100.0
Dominican Republic	9.0	87	98 [a]	12	74 [b]	2	19	75.7	91.6
English-speaking Caribbean	31.2							81.7	98.6
Antigua and Barbuda	...							0.0	...
Netherlands Antilles	...							0.0	...
Aruba	29.9		102					0.0	96.3 [d]
Bahamas	...		98 [a]					1.9	100.0
Barbados	...		96		93 [f]		19 [f]	87.3	100.0
Belize	...		94				0.0	100.0	
Dominica	33.2		106 [a]					94.6	100.0
Grenada	28.1		111					87.5	100.0
Guyana	20.6		102				4 [b]	73.0	100.0
British Virgin Islands	35.0		112					26.8	98.5
Jamaica	39.7	109	99 [a]	51	61 [a]	3	5	81.8	98.2
Montserrat	50.1							0.0	...
St. Kitts and Nevis	30.0		98 [a]					21.1	100.0
St. Vincent and the Grenadines	...		114					86.6	99.8
St. Lucia	15.0		104 [a]					96.4	100.0
Surinam	35.0		130		53 [b]		7 [b]	0.0	100.0
Trinidad and Tobago	6.4	93	98 [a]	36	83	2	6	100.0	100.0
Latin America and the Caribbean	14.0	98	108	19	48 [a]	4	17	73.4	92.3
Industrial countries		104	102	62	93 [a]	21	39		
Med. high income countries		92	104	32	58 [a]	7	20		
Med. low income countries		92	104	23	54 [a]	6	16		
Low income countries		49	76	9	25 [a]	1	3		

Source: Table 19: The World Bank. World development report 1991. The Challenge of development. 1991; UNESCO. Statistical Yearbook 1991. Paris, 1991.

See notes in page 75.

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Table 2

LATIN AMERICA AND THE CARIBBEAN: PRIVATE ENROLLMENT AND FEMALE PARTICIPATION INDEXES

Subregion and country	Private Sector Enrollment (%)						Females for each 100 males enrolled			
	Pre-school Education		Primary Education		Secondary Education		Primary		Secondary	
	1980	1989	1980	1989	1975	1985	1965	1988	1965	1988
South America	36	33	14	15	32[a]	28				
Argentina	32	31	...	19	45	30[c]	96	...	60	172 *
Bolivia	...	12	...	16	18[b]	18[c]	68	87	57	...
Brazil	46	37	13	12	...	28	98	...	93	...
Colombia	64	52	14	15	52	40	102 *	100 *	57	99
Chile	20	40	20	38	23	41[c]	96	96	106	106
Ecuador	42	37	16	17	...	34[b]	91	96 *	46	91 *
Paraguay	63	55	...	15	37[d]	30	88	93	89	99
Peru	27	22	13	12	20	15	82	...	69	...
Uruguay	25	44	16	16	22	15	...	95	110	...
Venezuela	17	17	11	13	19[b]	19	98	96 *	109	119 *
Central America and Panama	26	27	8	11	22	26				
Costa Rica	13	23	3	6	10	9	94	94	110	103
El Salvador	20	33	7	11	47	51[e]	86	102 *	75	92 *
Guatemala	38	44	14	14	38	35	80	82	67	...
Honduras	16	18	5	7	40	42[e]	...	100 *	69	...
Nicaragua	43	13	12	13	18[f]	20	99	107 *	69	168 *
Panama	34	21	6	8	14	14[c]	93	92 *	100	105 *
Gulf of Mexico	12	10	7	8	23	13				
Cuba	0	0	0	0	0	0				
Haiti	...	72	57	43	76	87	...	...	44	...
Mexico	11	7	5	6	25	12	91	94	53	89
Dominican Republic	87	78	18	20	23	30	...	162 *	104	...
English-speaking Caribbean	79	79	22	21	12[g]	7[g]				
Antigua and Barbuda	...					...	19	23	...	
Netherlands Antilles	...					...	...	...	...	
Aruba	...	92	...	89	...	...				
Bahamas	...					21	...	21[f]	24	
Barbados	...					9	...	16[f]	15 *	
Belize	...					...	...	...	...	
Dominica	...	100	..	3	...	...				
Grenada	4	0		7	...	2[b]				
Guyana	...					...	...	15	0	
British Virgin Islands	100	68	9	25	0	0				
Jamaica	85	86	4	4	9	...	...	97 *	121	...
Montserrat	...					...	...	0	...	
St. Kitts and Nevis	...	72	...	13	...	4				
St. Vincent and the Grenadines	100	...	...	3	55	54				
St. Lucia	...	...	...	...	...	...				
Surinam	45	45	...	50	...	...				
Trinidad and Tobago	...		73	...	...	...	97	98	107	100 *
Latin America and the Caribbean	30	26	12	13	27	21	95	98	77	110
Industrial countries							95	94	93	99
Med. high income countries							88	89	95	111
Med. low income countries							80	89	71	100
Low income countries							...	...	40	61

Source: Tables 5, 21 ; UNESCO. Development of private enrollment first and second level education, 1975-1985. Paris, May 1989; The World Bank. World development report 1991. The challenge of development. 1991

See notes in page 75.

Table 3

LATIN AMERICA AND THE CARIBBEAN: TEACHING LOAD AND SCHOOL SIZE

Subregion and country	Pupils per teacher					Pupils per school			
	Pre-school Education		Primary Education		Special Education	Pre-school education		Primary education	
	1980	1989	1980	1989	1989	1980	1989	1980	1989
South America	29	22	26	24	11	95	69	130	145
Argentina	21	18	...	19	4	76	88	202	233
Bolivia	...	31	20	...	...	...	55	...	141
Brazil	26	23	26	24	...	101	68	112	133
Colombia	30	24	31	30	13	62	47	124	105
Chile	...	30	...	26	23	...	66	...	235
Ecuador	25	22	36	29	18	64	51	134	124
Paraguay	...	...	27	21	5	...	...	...	149
Peru	57	27	37	29	9	119	63	152	139
Uruguay	...	13	22	22	13	...	27	144	147
Venezuela	26	17	27	20	27	...	76	199	254
Central America and Panama	37	24	35	33	24	86	55	134	151
Costa Rica	32	21	28	27	14	59	66	119	131
El Salvador	47	36	48	42	33	106	72	261	298
Guatemala	29	16	34	35	...	87	27	115	129
Honduras	55	33	37	36	20	104	65	109	117
Nicaragua	33	30	35	27	8	66	61	107	158
Panama	28	23	27	24	11	50	40	146	134
Gulf of Mexico	28	24	36	30	9	83	61	186	177
Cuba	14	8	17	12	4	...	55	120	94
Haiti	...	...	44	38	...	...	...	196	248
Mexico	33	29	39	32	14	82	62	193	180
Dominican Republic	...	...	...	41	...	95	...	240	230
English-speaking Caribbean	30	15	30	26	18	65	80	306	310
Antigua and Barbuda	...	...	...	...	5	...	...	...	224
Netherlands Antilles	...	...	21	...	...	...	...	263	...
Aruba	...	26	...	22	6	...	86	...	209
Bahamas	...	...	26	...	...	...	...	...	...
Barbados	...	...	27	16	...	30	...	232	256
Belize	...	...	24	...	...	...	...	176	...
Dominica	...	25	...	19	8	...	39	...	...
Grenada	22	20	23	17	...	37	51	317	266
Guyana	14	...	33	30	...	75	82	308	271
British Virgin Islands	...	...	18	...	...	37	56	110	...
Jamaica	...	34	41	29	36	...	84	402	405
Montserrat	14	13	21	...	...	31	...	115	...
St. Kitts and Nevis	...	18	...	32	41	...	32	...	268
St. Vincent and the Grenadines	...	...	18	...	...	32	...	347	...
St. Lucia	...	...	31	30	...	...	...	384	395
Surinam	...	21	27	22	15	...	61	...	233
Trinidad and Tobago	...	...	24	27	...	58	...	360	394
Latin America and the Caribbean	28	23	29	26	10	91	66	143	153

Source: Tables 8, 10, 24, 28

Table 4

LATIN AMERICA AND THE CARIBBEAN: EFFICIENCY OF THE SCHOOL SYSTEM IN THE FIRST SIX GRADES OF PRIMARY EDUCATION. 1988

Subregion and country	Official entry age	Grades passed	average school-ing	Years required to be promoted	Repeaters (%)		Total No. repeaters (Thousands)	Cost per pupil (Primary School) US$[a]	Total cost of repetition (Millions US$)
					1st grade	Total 6 grades			
South America		4.2	7.1		44.4	35.3	15738.9	183	2 884.9
Argentina	6	5.3	7.2	1.3	31.4	23.6	1043.0	130	135.6
Bolivia	6	4.0	6.0	1.4	32.0	24.4	252.2	109	27.5
Brazil	7	3.3	7.6	2.1	53.3	48.1	11448.2	213	2438.5
Colombia	6	4.6	6.1	1.1	42.2	23.5	998.9	85	84.9
Chile	6	5.6	6.5	1.1	11.1	11.2	174.8	160	28.0
Ecuador	6	5.2	6.2	1.2	28.2	14.5	259.0	601	5.5
Paraguay	7	4.8	6.3	1.3	27.6	20.8	136.7	45	6.1
Peru	6	4.8	6.4	1.3	31.5	20.1	752.5	87	65.5
Uruguay	6	5.7	6.3	1.1	18.2	8.1	28.4	229	6.5
Venezuela	6	4.9	6.7	1.4	29.8	21.7	645.2	119	76.8
Central America and Panama		4.1	6.7		46.4	31.0	1272.3	106	135.3
Costa Rica	6	5.1	6.2	1.2	21.6	15.4	65.2	165	10.7
El Salvador	7	4.0	7.0	1.6	50.9	35.4	295.5	110	32.5
Guatemala	7	4.1	6.4	1.6	46.7	31.1	323.2	58	18.7
Honduras	7	4.5	6.7	1.5	46.0	29.0	250.1	100	25.0
Nicaragua	7	2.8	6.8	2.3	59.5	47.5	285.3	117	33.4
Panama	6	5.4	6.5	1.2	26.3	15.4	53.2	280	14.9
Gulf of Mexico		4.1	5.8		31.7	20.4	3 462	39	136.1
Cuba	6	5.1	5.6	1.1	1.4	6.3	56.8	355	20.2
Haiti	6	1.4	5.2	3.6	54.9	51.1	322.5	43	13.9
Mexico	6	4.9	6.3	1.3	30.1	18.9	2734.0	34	93.0
Dominican Republic	7	3.7	6.6	1.7	50.3	36.0	348.8	26	9.1
English-speaking Caribbean		4.9	5.6		7.3	6.2	48.0	137	6.6
Bahamas	5	5.7	6.0	1.0	0.0	2.6	0.8	200	0.2
Barbados	5	5.3	5.9	1.1	14.0	6.9	1.7	450	0.8
Belize	5	5.9	6.5	1.1	23.4	8.4	2.5	141	0.4
Dominica	5	5.2	6.3	1.2	24.5	13.3	1.4	100	0.1
Grenada	5	5.4	6.4	1.2	10.3	13.6	2.2	125	0.3
Guyana	6	5.6	5.9	1.1	8.3	4.0	4.8	86	0.4
British Virgin Islands	5	5.8	6.6	1.1	14.7	11.0	0.2	750	0.2
Jamaica	6	5.1	5.7	1.1	4.0	6.0	20.5	122	2.5
St. Kitts and Nevis	5	5.8	5.9	1.0	0.2	1.4	0.1	200	0.0
St. Vincent and the Grenadines	5	5.6	6.7	1.2	22.5	14.3	2.8	214	0.6
St. Lucia	5	5.5	5.9	1.1	2.6	3.3	0.8	208	0.2
Trinidad and Tobago	5	5.6	6.3	1.2	7.5	6.7	10.3	100	1.0
Region		4.2	6.8		41.4	30.9	20521.3	154	3 162.8

Source: SIRI data processed according to SMMG model.

[a] Estimated using the UNESCO Statistical Yearbook, 1989. Paris, 1989.

Table 5

LATIN AMERICA AND THE CARIBBEAN: GROSS PRE-SCHOOL ENROLLMENT RATES

Subregion and country	A. 0-5 yr old population (in thousands)			B. Pupils-Total level (in thousands)			School Enrollment rates (%) B/A x 100		
	1980	1985	1989	1980	1985	1989	1980	1985	1989
South America	40968	43965	43707	3459	5010	5693	8.4	11.4	13.0
Argentina	3877	4148	3896 [a]	527	693	766 [a]	13.6	16.7	19.7
Bolivia	1135	1287 [b]	1450	95	113 [b]	112	8.4	8.8	7.7
Brazil [d]	21995 [e]	23619	21748 [f]	1544 [e]	2466	2907 [f]	7.0	10.4	13.4
Colombia	4094 [e]	4118	4919 [g]	205 [e]	263	343 [g]	5.0	6.4	7.0
Chile	1458	1501 [i]	1739	175	202	276	12.0	13.5	15.9
Ecuador	1559 [e]	1698	1876	47 [e]	82	110	3.0	4.8	5.9
Paraguay	619 [h]	685 [i]	762	14 [h]	19	30	2.2	2.8	3.9
Peru [j]	3196	3543	3799	389	554	541	12.2	15.6	14.2
Uruguay	330	330 [i]	333	42	55	37	12.9	16.7	11.2
Venezuela	2706	3037	3186	421	562	571	15.6	18.5	17.9
Central America and Panama	4703	5061	5326	210	299	346	4.5	5.9	6.5
Costa Rica	374	432	464	22	36	50	5.8	8.4	10.7
El Salvador	941 [e]	943	979	45 [e]	63	66	4.8	6.6	6.7
Guatemala [j]	1493	1694 [b]	1743 [a]	49	62 [b]	81 [a]	3.3	3.7	4.6
Honduras	957 [e]	946	992	46	49	55	4.8	5.1	5.5
Nicaragua	610	711	796	31	63	63	5.0	8.8	7.9
Panama	328	335 [i]	352	18	26	32	5.5	7.9	9.1
Gulf of Mexico	15717	15387	16753	1311	2650	3073	8.3	17.2	18.3
Cuba	947	884 [b]	1047	203	194 [b]	270	21.4	21.9	25.8
Haiti	990 [h]	946 [h]	963 [f]	10 [h]	21 [b]	34 [f e]	1.0	2.2	3.5
Mexico	12775	12456	13615 [c]	1072	2381	2669 [c]	8.4	19.1	19.6
Dominican Republic	1006	1101	1128	27	53	101	2.7	4.8	9.0
English-speaking Caribbean [k l]	642	660	663	194	197	209	30.2	29.8	31.5
Antigua and Barbuda	...	...	...	...	0.8	1.5	...	...	...
Netherlands Antilles	...	...	...	8.7 [e]	...	...	...	...	...
Aruba	...	...	6	...	...	1.9	...	...	29.9
Bahamas	...	...	...	...	...	...	...	...	...
Barbados	26	25	24	3.9	...	...	15.1	...	...
Belize	28	29	30	2.0	...	...	7.1	...	...
Dominica	10 [e]	9	8	1.5	2.5	2.6 [m]	14.6	28.5	33.2
Grenada	13 [e]	13	12	2.5	...	3.5	18.7	...	28.1
Guyana	98 [n]	118 [n]	123 [n f]	28.0	30.2 [o]	25.3 [p]	28.7	25.5	20.6
British Virgin Islands	1.6	1.5	1.4	0.3	0.2 [b]	0 5	19.3	15.3	35.0
Jamaica	339	331	327	119.5	118.7	129.9	35.2	35.9	39.7
Montserrat	1.2	1.0	0.9	0.3 [e]	0.5	0.4	22.5	52.6	50.1
St. Kitts and Nevis	6.3	5.7	5.4	...	1.5	1.6	...	26.6	30.0
St. Vincent and the Grenadines	17	17	17	1.0 [e]	...	...	5.6	...	...
St. Lucia	16 [n]	25 [n]	28 [f]	...	3.7	4.2 [f]	...	14.6	15.0
Surinam	...	...	49 [n f]	...	16.9 [b]	17.1	...	...	35.0
Trinidad and Tobago	...	...	30 [q]	1.7	2.0	1.9	...	...	6.4 [p]
Region	62 031	65 073	66 449	5 175	8 155	9 321	8.3	12.5	14.0

Source: National Reports; SIRI-OREALC-UNESCO Survey1987; -1990; UNESCO. Statistical Yearbook 1988. Paris, 1988; CELADE. Boletín demográfico No 46, July 1990; 1980-81 Population Census Commonwealth Caribbean.

See notes in page 75.

Table 6

LATIN AMERICA AND THE CARIBBEAN: PRE-SCHOOL ENROLLMENT INDEX

(Absolute figures, in thousands)

Subregion and country	1980[a]			1989[a]					
				% Private participation			Rural enrollment as % of total	Rural population[c] (%)	Inequality index
	Total	% Private	Total[b]	Total	Urban area	Rural area	A	B	A/B
South America[b]	3459	37	5693	33	36	10	8.5	27	0.3
Argentina	527	32	766[c]	31	...	...	...	...	...
Bolivia	95	14	112	12	18	0	32.2	50	0.6
Brazil	1544[e]	46	2907[f]	37	38	14	5	25	0.2
Colombia	205[e]	64	343[g]	52	55	23	8.7	31	0.3
Chile	175	20	276[h]	40	38[c]	14	6.4	15	0.4
Ecuador	47[e]	42	110[d]	37	43	14	21.1	45	0.5
Paraguay	14[i]	63	30	55	61	19	14.1	54	0.3
Peru[j]	389	27	541	22	24	11	13.8	31	0.4
Uruguay	42	25	37	44	44	0	0.2	15	0
Venezuela	421	17	571	17	20	1	15.3	17	0.9
Central America and Panama[b]	214	27	346	27	34	11	18.6	57	0.3
Costa Rica	22	13	50[h]	23	...	...	30.5	55	0.6
El Salvador	49	20	66[m]	33	34	20	11.6	56	0.2
Guatemala	49	38	81	44	46	26	6.3	67	0.1
Honduras	46	16	55[n]	18	...	...	18.7	58	0.3
Nicaragua	31	43	63	13	16	6	26.7	41	0.7
Panama	18	34	32	21	27	6	28.3	46	0.6
Gulf of Mexico[b]	1311	12	3073	10	9	0	30.9	31	1
Cuba	203	0	270[k]	0	0	0	22.4	29[c]	0.8
Haiti	10	...	34[f]	72	...	...	...	71	
Mexico	1072	11	2669[h]	7	10	0	31.7	31	1
Dominican Republic	27	87	101	78	...	...	...	...	...
English-speaking Caribbean[b]	194	79	209	79	58	49	49.8	50	1
Antigua and Barbuda	...	...	1.5	...	...	...	...		
Netherlands Antilles	8.7[e]	80	...	...	...	...	...		
Aruba	...	...	1.9	92	...	...	...		
Bahamas	...	...	...	...	...	...	...		
Barbados	3.9	20	...	...	...	...	...		
Belize	2.0	...	4.2	...	...	...	...		
Dominica	1.5	...	2.6	100	100	100	70.6		
Grenada	2.5	4[e]	3.5	0	...	...	...		
Guyana	28	...	25.3[l]	...	...	...	52.6		
British Virgin Islands	0.3	100	0.5	68	...	...	...		
Jamaica	119.5	85	129.9[o]	86	...	...	...	62	
Montserrat	0.3[e]	...	0.4	...	...	...	...		
St. Kitts and Nevis	...	...	1.6[o]	72	85	61	57		
St. Vincent and the Grenadines	1.0[e]	100	...	...	...	...	...		
St. Lucia	...	...	4.2[f]	...	...	...	...		
Surinam	...	...	17.1	45	52	35	41.8		
Trinidad and Tobago	1.7	...	1.9	...	...	...	...	36	
Region[b]	5179	31	9321	25.8	28	4	17.1	31	0.5

Source: National Reports; SIRI-OREALC-UNESCO, Survey, 1987; - 1990; The World Bank. World development report 1988. Washington 1988; UNESCO, Statistical Yearbook 1989; Table 6.

See notes in page 75.

Table 7

LATIN AMERICA AND THE CARIBBEAN: TEACHING LOAD IN PRE-SCHOOL EDUCATION

Subregion and Country	1980[a]	1985[a]	1989						
			Total[a]	% Private	Urban area	% Private	Rural area	% Private	Rural teachers as % of total
South America	123389[b]	194782[b]	254885[b]	38.8	194063	42.9	17145	10.3	8.1
Argentina	25409[c]	36287	41665[f]	30.6	...	...	...	...	...
Bolivia	...	3814[d]	4100[g]	15.3	3153	19.9	947	0.0	23.1
Brazil	58788	97203	126322[e]	46.8	120006	48.6	6316	13.4	5.0
Colombia	6742	10764	14435[h]	59.3	13041	63.5	1394	20.7	9.7
Chile	...	...	9343[i]	44.1	8508	40.7	835	44.4	8.9
Ecuador	1858	2953	5034[g]	43.9	4020	52.8	1014	8.9	20.1
Paraguay	...	...	...	...	...	...	...	...	...
Peru	6778	11206	19751	24.2	16984	27.4	2767	4.5	14.0
Uruguay	1001[j]	2012	...	...	...	...	...	...	...
Venezuela	16487	22102	32223[g]	18.1	28351	20.4	3872	1.1	12.0
Central America and Panama	5811	9095	14357	33.9	10373	47.5	3984	9.0	27.8
Costa Rica	673	1302	2373[k]	27.3	1726	...	647	...	27.3
El Salvador	1036	1144[d]	1769	49.0	1685	48.0	84	69.0	4.7
Guatemala	1700	2278[d]	5029[f]	39.3	2971	61.9	2058	6.7	40.9
Honduras	833	1267[d]	1682[i]	30.9	1435	...	247	...	14.7
Nicaragua	924	1983	2135	25.7	1622	30.7	513	9.9	24.0
Panama	645	1121	1369[m]	22.7	934	29.8	435	7.6	31.8
Gulf of Mexico[l]	47524	105090	127284	5.8	58973	12.3	34441	0.0	36.9
Cuba	14200	23605[d]	32914	0.0	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...
Mexico	32368	80529	93414	7.8	58973	12.3	34441	0.0	36.9
Dominican Republic	...	...	...	...	...	...	...	...	...
English-speaking Caribbean	6375	6141	13511	81.7	3962	74.8	4534	74	53.4
Antigua and Barbuda	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...
Aruba	...	...	74	89.2	...	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...
Barbados	151	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...
Dominica	...	86	103	100	24	100	79	100	76.7
Grenada	115	...	171	0	...	...	...	...	...
Guyana	2018	...	7491[j]	...	3344	...	4147	...	55.4
British Virgin Islands	15	...	...	...	...	...	...	...	...
Jamaica	...	...	3853	89.3[f]	...	...	...	...	...
Montserrat	20	...	33	18.2	...	...	...	...	...
St. Kitts and Nevis	...	46	90	68.9	44	72.7	46	65.2	51.1
St. Vincent and the Grenadines	...	...	...	...	...	...			
St. Lucia	...	...	...	...	...	...	...	...	
Surinam	...	...	812	63.8	550	73.8	262	67.7	32.3
Trinidad and Tobago	...	...	...	...	...	...	...	...	...
Region	183099	315108	410037	27.5	267371	36.2	60104	4.2	14.8

Source: UNESCO, Statistical Yearbook 1988. Paris, 1988; National Reports; SIRI-OREALC-UNESCO Survey, 1987; -1990.

See notes in page 75.

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Table 8

LATIN AMERICA AND THE CARIBBEAN: PRE-SCHOOL PUPILS PER TEACHER

Subregion and country	1980[a]	1985[a]	1989[a]					
			Total	Private	Urban area	Private	Rural area	Private
South America	28	26	22	19	23	19	24	24
	21	25	23					
Argentina	21	19	18	19	...	...	...	...
Bolivia	...	30	27	22	24	22	38	0
Brazil	26	25	23	18	23	18	23	24
Colombia	30	24	24	21	24	21	21	24
Chile	...	...	30	27	30	28	21	7
Ecuador	25	28	22	18	22	18	23	35
Paraguay	...	...	...	...	...	...	...	...
Peru	57	49	27	25	27	24	27	65
Uruguay	...	27	13[b]	...	13[b]	...	28[b]	...
Venezuela	26	25	18	16	17	17	23	17
Central America and Panama	37	33	24	19	27	20	28	18
Costa Rica	32	28	21	17	20	...	23	...
El Salvador	47	55	36	24	33	24	...	26
Guatemala	29	27	16	18	25	19	...	10
Honduras	55	38	33	19	31	...	42	...
Nicaragua	33	32	30	15	28	15	33	19
Panama	28	24	23	22	25	23	21	17
Gulf of Mexico	28	25	24	26	31	26	25	0
Cuba	14	8	8	0	...	0	...	0
Haiti	...	...	...	...	...	...	...	...
Mexico	33	30	29	26	31	26	25	0
Dominican Republic	...	...	...	...	...	...	...	...
English-speaking Caribbean	30	32	15	31	19	16	26	18
Antigua and Barbuda	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...
Aruba	...	...	26	26	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...
Dominica	...	29	25	25	32	32	23	23
Grenada	22	...	20	...	...	...	...	...
Guyana	14	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...
Jamaica	...	...	34	32	...	...	...	...
Montserrat	14	...	13	0	...	...	...	...
St. Kitts and Nevis	...	33	18	19	16	19	20	19
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...
St. Lucia	...	...	...	...	...	...	...	...
Surinam	...	...	21	15	18	13	27	14
Trinidad and Tobago	...	...	...	...	...	...	...	...
Region	28	26	23	21	25	20	25	23

Source: Tables 6 and 7.

See notes in page 75.

Table 9

LATIN AMERICA AND THE CARIBBEAN: PRE-SCHOOL EDUCATION SCHOOLS

Subregion and country	1980[a]	1985[a]	1989						
			Total[a]	% Private	Urban area	% Private	Rural area	% Private	Rural teachers as % of total
South America	34525	61922	84908	28	59527	34	16704	8	21.9
Argentina	6953	8015	8677[b]	28	...	...	...	...	...
Bolivia	...	1065[c]	2294[d]	17	1136	34	1158	0	50.5
Brazil	15320	32270	42966[e]	27	37381	30	5585	6	13.0
Colombia	3281	5326	7269[f]	44	6181	49	1088	15	15.0
Chile	...	...	4180[g]	45	3912	44	268	19	6.4
Ecuador	736	1415	2153[h]	34	1347	49	806	9	37.4
Paraguay	32[i]	70	78[j]	73	68	80	10	28	12.8
Peru[k]	3271	5268	8611[l]	21	3404	34	5207	14	60.5
Uruguay	...	968	1374[m]	17	1006	24	368	0	26.8
Venezuela	...	6684	7306[h]	22[e]	5092	31	2214	1	30.3
Central America and Panama	2662	6143	7337	24	3795	39	3487	6	47.5
Costa Rica	370	536	755[l]	14	399	...	356	...	47.1
El Salvador	459	770[c]	908	40	711	47	197	13	21.7
Guatemala	564	2864	2992[b]	24	1099	54	1893	6	63.3
Honduras	441	650[c]	844[h]	24	588	...	201	...	23.8
Nicaragua	463	686	1041	19	562	29	479	6	46.0
Panama	365	637	797	24	436	37	361	9	45.3
Gulf of Mexico	14298	37136	48790	5	18079	14	25131	0	58.2
Cuba	...	841[n]	4934	0	...	...	...	...	...
Haiti	150[i]	360[c]	...	...	...	...	...	...	...
Mexico	13021	35649	43210[l]	6	18079	14	25131	0	58.2
Dominican Republic	286	...	...	...	...	...	...	...	...
English-speaking Caribbean	2489	2888	2860	89	226	64	433	59	55.1
Antigua and Barbuda	...	...	...	...	...	...	...	...	...
Netherlands Antilles	94	...	...	...	...	...	...	...	...
Aruba	...	...	22[b]	91	...	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...
Barbados	132	...	...	...	...	...	...	...	...
Belize	55	...	...	...	...	...	...	...	...
Dominica	...	54	66	100	14	100	52	100	78.8
Grenada	67	...	68	...	...	...	...	...	...
Guyana	374	...	310	...	108	...	202	...	65.2
British Virgin Islands	8	...	9	89	...	...	...	...	...
Jamaica	1190	1603	1539	98	...	...	...	...	...
Montserrat	9	...	...	...	...	...	...	...	...
St. Kitts and Nevis	...	36	50	4	...	...	...	...	...
St. Vincent and the Grenadines	30[o]	...	...	...	...	...	...	...	...
St. Lucia	...	105	110[c]	...	...	...	...	...	...
Surinam	279[p]	281[c]	283	52	104	60	179	47	63.3
Trinidad and Tobago	30	51	...	...	...	...	...	...	...
Region	53974	108089	143895	21	81627	30	45755	4	35.9

Source: UNESCO, Statistical Yearbook 1988. Paris, 1988; National Reports; SIRI-OREALC-UNESCO Survey, 1987; -1990.

See notes in page 76.

Table 10

LATIN AMERICA AND THE CARIBBEAN: PRE-SCHOOL SIZE

Country	1980	1985	1989					
			Total	Private	Urban area	Private	Rural area	Private
South America [a]	95	81	69	83	80	84	29	48
[b]	100	81	67	70	90	66	31	31
Argentina	76	86	88	96	...	...	...	...
Bolivia	...	106	49	35	67	35	31	0
Brazil	101	76	68	93	74	93	26	66
Colombia	62	49	47	56	51	57	27	41
Chile	...	...	66	59	66	57	66	51
Ecuador	64	58	51	56	65	57	29	43
Paraguay	...	...	...	...	...	...	...	...
Peru	119	105	63	69	137	98	14	11
Uruguay	...	57	27	69	37	69	0	0
Venezuela	...	84	78	60	95	62	39	26
Central America and Panama [a]	86	65	55	53	75	55	36	32
[b]	80	49	47					
Costa Rica	59	68	66	111	86	...	42	...
El Salvador	106	81	72	57	78	57	39	58
Guatemala	87	22	27	50	69	58	3	11
Honduras	104	75	65	49	76	...	51	...
Nicaragua	66	92	61	44	82	46	35	32
Panama	50	42	40	35	53	39	25	17
Gulf of Mexico [a]	83	67	61	75	101	75	34	0
[b]	92	71	63					
Cuba	...	...	55	0	...	0	...	0
Haiti	...	58	...	...	...	...	...	...
Mexico	82	67	62	75	101	75	34	0
Dominican Republic	95	...	...	...	...	...	...	...
English-speaking Caribbean [a]	65	70	80	74	103	48	55	32
[b]	78	68	73					
Antigua and Barbuda	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...
Aruba	...	...	86	87	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...
Barbados	30	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...
Dominica	...	46	39	39	54	18	35	35
Grenada	37	...	51	...	...	...	...	...
Guyana	75	...	82	...	111	...	66	...
British Virgin Islands	37	...	56	43	...	...	...	...
Jamaica	...	74	84	74	...	...	...	...
Montserrat	31	...	...	...	...	...	...	...
St. Kitts and Nevis	...	42	32	...	...	...	...	...
St. Vincent and the Grenadines	32	...	...	...	...	...	...	...
St. Lucia	...	35	...	...	...	...	...	...
Surinam	...	60	61	52	96	52	40	29
Trinidad and Tobago	58	40	...	...	...	...	...	...
Region [a]	91	76	66	81	86	83	33	46
[b]	96	75	65					

Source: Tables 6 and 9.

See notes in page 76.

Table 11

LATIN AMERICA AND THE CARIBBEAN: 5-TO-15-YEAR OLD POPULATION

(In thousands)

Country	Year	Ages										
		5	6	7	8	9	10	11	12	13	14	15
South America		7131	7019	6919	6808	6699	6566	6454	6332	6205	6075	5948
Argentina	1988	653	653	651	647	642	636	630	619	602	580	559
Bolivia	1989	192	190	186	182	177	170	165	159	155	149	146
Brazil	1989	3614	3557	3499	3440	3380	3320	3260	3200	3140	3081	3023
Colombia	1990	799	788	782	781	784	780	781	776	759	736	713
Chile	1990	287	280	273	265	257	249	240	235	235	239	242
Ecuador	1988	291	283	283	275	272	256	250	244	239	235	231
Paraguay	1990	122	119	120	117	111	105	101	98	96	93	91
Peru	1989	599	585	571	558	544	531	517	505	496	487	479
Uruguay	1989	55	55	54	54	54	54	56	54	53	53	53
Venezuela	1988	519	510	499	488	477	466	454	442	431	421	411
Central America and Panama		840	819	799	779	761	741	722	703	684	664	645
Costa Rica	1990	76	74	73	72	72	69	68	67	64	62	60
El Salvador	1989	155	153	151	150	149	148	147	145	142	137	132
Guatemala	1987	273	264	256	248	239	231	224	216	208	200	193
Honduras	1989	158	154	149	144	140	135	130	126	124	122	120
Nicaragua	1989	122	118	114	110	106	103	99	96	93	90	87
Panama	1989	56	56	55	55	54	54	54	53	53	53	53
Gulf of Mexico		2779	2580	2695	2745	2614	2574	2510	2503	2542	2592	2636
Cuba	1989	162	163	155	132	132	138	142	159	179	185	192
Haiti	1987	166	163	160	157	155	152	150	148	146	145	143
Mexico	1990	2268	2237	2204	2283	2158	2117	2055	2037	2059	2106	2145
Dominican Republic	1988	183	179	176	172	169	166	162	159	158	157	155
English-speaking Caribbean[ab]		130	141	144	144	139	135	133	127	126	125	122
Antigua and Barbuda												
Netherlands Antilles												
Aruba	1987	0.0	1.1	1.0	1.0	0.9	0.9	0.9	0.9	1.0	1.1	1.1
Bahamas	1988	4.9	5.3	5.3	5.8	5.3	5.0	5.0	5.1	5.3	4.9	4.4
Barbados	1989	4.2	4.2	4.1	4.2	4.2	4.4	4.4	4.4	4.7	4.7	4.3
Belize	1989	5.6	5.5	5.4	5.3	5.2	5.0	4.9	4.8	4.7	4.6	4.5
Dominica	1988	1.8	1.9	1.8	1.7	1.7	1.5	1.6	1.5	1.5	1.5	1.5
Grenada	1989	2.3	2.7	2.7	2.5	2.4	2.4	2.2	2.4	2.3	2.2	2.3
Guyana	1988	19.3	18.9	20.7	20.8	20.5	20.3	18.2	18.0	18.0	18.0	18.0
British Virgin Islands	1988	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Jamaica	1989	58.0	58.0	58.0	58.0	58.0	56.0	55.5	55.0	55.0	54.0	54.0
Montserrat	1987											
St. Kitts and Nevis	1988	1.3	1.3	1.4	1.1	1.1	1.1	1.1	1.0	1.0	1.0	1.0
St. Vincent and the Grenadines	1989	2.6	2.9	2.8	2.8	2.7	2.9	2.7	2.6	2.6	2.6	2.6
St. Lucia	1988	3.7	3.9	3.7	3.6	3.5	3.7	3.7	3.6	3.4	3.2	1.2
Surinam	1987	0.0	8.0	8.0	7.6	7.5	7.4	7.3	6.1	5.6	5.0	6.0
Trinidad and Tobago	1988	26.2	27.1	28.7	29.4	25.4	24.2	25.0	21.7	20.9	21.9	21.0
Region[b]		10 880	10 559	10 556	10 476	10 213	10 016	9 819	9 665	9 557	9 456	9 351

Source: National Reports. SIRI-OREALC-UNESCO Survey, 1990; CELADE, Population estimates by single age group.

See note in page 76.

Table 12

LATIN AMERICA AND THE CARIBBEAN: PUPILS ENROLLED IN GENERAL BASIC EDUCATION, BY SINGLE AGE GROUP (FROM AGES 5 TO 15)

(In thousands)

Country	Grades included	Ages										
		5	6	7	8	9	10	11	12	13	14	15
South America		214	2973	5442	5917	6133	6041	5676	5112	4102	3068	1965
Argentina	1-7	40	653	651	647	642	636	630	555	281	152	72
Bolivia	1-8	12	115	161	167	174	164	137	117	92	51	26
Brazil	1-8	15	686	2415	2804	3053	3052	2964	2838	2538	2141	1482
Colombia	1-5	35	348	602	623	607	596	488	403	285	117	72
Chile	1-8	1	111	240	259	254	245	233	222	213	135	52
Ecuador	1-6	31	231	283	275	272	252	216	137	65	35	17
Paraguay	1-6	0	31	120	117	111	104	88	66	33	14	5
Peru	1-6	37	387	494	530	513	495	459	345	236	149	81
Uruguay	1-6	0	24	46	49	53	54	56	41	16	5	2
Venezuela	1-9	44	388	430	445	454	444	404	387	342	271	155
Central America and Panama		4	220	559	607	599	603	549	487	348	227	126
Costa Rica	1-6	0	32	70	71	72	68	62	38	15	6	1
El Salvador	1-9	2	28	98	108	109	114	111	114	104	89	65
Guatemala	1-6	0	24	133	151	156	167	150	142	91	50	15
Honduras	1-6	0	46	123	139	129	126	112	94	66	29	12
Nicaragua	1-9	1	44	83	85	81	78	68	72	59	46	29
Panama	1-6	2	46	52	53	52	51	47	26	13	7	3
Gulf of Mexico		97	2373	2507	2594	2488	2469	2078	1185	621	350	170
Cuba	1-6	12	163	154	130	130	133	112	30	14	6	2
Haiti	1-6	0	2	20	39	55	67	63	60	51	46	40
Mexico	1-6	85	2156	2200	2283	2158	2117	1762	948	425	187	80
Dominican Republic	1-8	0	52	133	142	145	152	142	147	131	111	48
English-speaking Caribbean		52	123	140	141	135	133	111	45	17	7	1
Antigua and Barbuda												
Netherlands Antilles												
Aruba	1-6	0.0	1.0	1.0	0.8	0.9	0.9	0.8	0.4	0.2	0.0	0.0
Bahamas	1-6	0.0	3.8	4.9	5.8	5.3	5.0	4.7	1.4	0.1	0.0	0.0
Barbados	1-9	4	4.2	4.0	3.9	3.8	4.0	2.6	3.7	4.2	2.3	0.4
Belize	1-8	4	4.2	5.0	4.8	4.8	5.0	4.5	3.9	2.4	1.2	0.0
Dominica	1-7	2	1.9	1.8	1.7	1.7	1.5	1.4	0.9	0.2	0.0	0.0
Grenada	1-7	2	2.7	2.7	2.4	2.4	2.4	2.1	1.5	0.6	0.2	0.0
Guyana	1-6	8	13.8	20.7	20.8	20.5	20.3	13.3	4.2	0.6	0.0	0.0
British Virgin Islands	1-6	0.1	0.3	0.3	0.3	0.3	0.3	0.2	0.1	0.1	0.0	0.0
Jamaica	1-6	0.9	47.4	55.3	55.8	55.2	55.0	49.5	15.4	1.1	0.0	0.0
Montserrat		0	0.2	0.2	0.2	0.2	0.1	0.1				
St. Kitts and Nevis	1-6	0.3	1.3	1.4	1.1	1.0	0.9	0.9	0.1	0.0	0.0	0.0
St. Vincent and the Grenadines	1-7	2.3	2.9	2.8	2.7	2.7	2.9	2.7	2.1	0.8	0.2	0.0
St. Lucia	1-7	4	3.9	3.7	3.6	3.5	3.7	3.3	0.7	0.1	0.0	0.0
Surinam	1-6	0	7.9	8.0	7.6	7.5	7.4	7.3	6.0	4.2	2.5	0.8
Trinidad and Tobago	1-9	26	27.1	28.7	29.4	25.4	24.0	17.7	4.8	1.9	0.7	0.1
Region		368	5 688	8 648	9 259	9 355	9 247	8 414	6 830	5 088	3 652	2 262

Source: National Reports. SIRI-OREALC-UNESCO Survey, 1990; CELADE, Population estimates by single age group.

See notes in page 76.

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Table 13

LATIN AMERICA AND THE CARIBBEAN: NET SCHOOLING RATES BY SINGLE AGE GROUPS

Country	Year	Ages											Initial age of dropout[a]
		5	6	7	8	9	10	11	12	13	14	15	
South America		3.0	42.3	78.7	86.9	91.5	92.0	87.9	80.7	66.1	50.5	33.0	13
Argentina	1988	6.1	100.0	100.0	100.0	100.0	100.0	100.0	89.8	46.8	26.3	12.9	13
Bolivia	1989	6.0	60.7	86.2	91.9	98.1	96.1	83.3	73.4	59.6	33.9	17.5	11
Brazil	1989	0.4	19.3	69.0	81.5	90.3	91.9	90.9	88.7	80.8	69.5	49.0	14
Colombia	1990	4.4	44.1	77.0	79.8	77.3	76.4	62.5	51.9	37.6	15.9	10.1	11
Chile	1990	0.2	39.7	88.1	97.8	98.9	98.3	97.0	94.8	90.9	56.4	21.6	14
Ecuador	1988	10.7	81.5	100.0	100.0	100.0	98.3	86.7	56.3	27.4	14.9	7.5	12
Paraguay	1990	0.0	25.8	100.0	100.0	100.0	99.3	86.7	66.9	34.1	14.6	5.3	12
Peru	1989	6.1	66.2	86.5	95.0	94.3	93.2	88.8	68.4	47.7	30.5	16.9	12
Uruguay	1989	0.0	43.4	84.8	90.3	97.2	100.0	100.0	77.2	30.0	8.8	2.9	12
Venezuela	1988	8.5	76.0	86.1	91.2	95.1	95.3	89.1	87.4	79.2	64.4	37.8	13
Central America and Panama		0.5	26.9	70.0	77.9	78.7	81.5	76.0	69.3	50.9	34.2	19.5	13
Costa Rica	1990	0.0	43.0	96.0	99.1	100.0	97.4	90.1	57.0	22.7	8.9	2.4	12
El Salvador	1989	1.1	18.5	64.6	71.6	72.8	77.1	75.3	78.6	73.4	65.4	49.5	14
Guatemala	1987	0.0	9.1	51.9	61.0	65.3	72.0	67.1	66.0	43.7	25.1	7.7	13
Honduras	1989		30.0	82.7	96.5	92.5	93.2	85.7	74.8	53.7	23.9	10.4	12
Nicaragua	1989	0.8	37.3	72.7	77.3	75.7	76.4	68.8	75.5	63.7	51.0	33.6	13
Panama	1989	2.7	82.2	93.7	96.1	95.6	94.2	86.8	48.5	24.4	12.3	4.8	12
Gulf of Mexico		3.5	92.0	93.0	94.5	95.2	95.9	82.8	47.4	24.4	13.5	6.4	12
Cuba	1989	7.6	100.0	98.9	98.5	98.4	96.2	78.9	19.1	7.6	3.0	0.9	11
Haiti	1987		1.3	12.5	24.7	35.7	44.1	41.6	40.3	34.9	32.0	27.9	13
Mexico	1990	3.7	96.4	99.8	100.0	100.0	100.0	85.7	46.5	20.7	8.9	3.7	12
Dominican Republic	1988	0.0	29.0	75.7	82.3	85.7	91.6	87.4	92.4	83.1	70.9	31.0	14
English-speaking Caribbean		40.1	86.8	97.5	97.6	97.2	98.6	83.7	35.5	13.1	5.7	1.1	15
Antigua and Barbuda													
Netherlands Antilles													
Aruba	1987		90.5	96.0	80.6	92.6	96.3	87.6	44.9	21.1	3.3	0.5	12
Bahamas	1988		72.2	92.9	100.0	100.0	100.0	93.4	28.3	2.2	0.3	0.0	12
Barbados	1989	87.3	100.0	98.7	91.8	88.7	90.3	59.1	84.4	88.9	48.6	8.4	14
Belize	1989	62.8	76.6	91.2	90.7	92.1	100.0	92.1	80.2	51.9	26.5	0.0	12
Dominica	1988	94.6	100.0	100.0	100.0	100.0	100.0	86.8	58.5	11.5	0.5	0.0	12
Grenada	1989	87.5	100.0	100.0	96.7	99.8	99.5	97.2	61.6	27.2	8.0	2.2	12
Guyana	1988	41.4	73.0	100.0	100.0	100.0	100.0	72.7	23.1	3.3	0.0	0.0	11
British Virgin Islands	1988	26.8	83.4	95.8	97.2	98.0	98.5	86.8	40.0	34.8	18.4	1.2	12
Jamaica	1989	1.5	81.8	95.4	96.1	95.1	98.2	89.2	28.0	2.0	0.0	0.0	12
Montserrat	1987		...	...	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	1988	21.1	98.4	100.0	95.1	87.7	82.4	89.8	9.9	0.2	0.0	0.0	12
St. Vincent and the Grenadines	1989	86.6	99.3	99.2	99.1	98.9	99.8	99.2	81.3	30.4	7.2	0.9	12
St. Lucia	1988	96.4	100.0	100.0	100.0	100.0	100.0	89.9	20.4	2.4	0.0	0.0	12
Surinam	1987		99.6	100.0	100.0	100.0	100.0	100.0	98.0	75.2	50.4	13.4	13
Trinidad and Tobago	1988	100.0	100.0	100.0	100.0	100.0	99.0	70.8	22.1	9.1	3.0	0.4	11
Region		3.4	53.9	81.9	88.4	91.6	92.3	85.7	70.7	53.2	38.6	24.2	12

Source: Figures estimated on the basis of data from Tables 11 and 12.

See notes in page 76.

Table 14

LATIN AMERICA AND THE CARIBBEAN: COVERAGE AND ACCESS TO PRIMARY EDUCATION INDEXES

Country	Reference age	A. Population at referente age	B. Enrollment at reference age	B/A x 100 Net School-ing rate (%)	Access to school (Minimun estimate)	Late entry & early dropout (Access rate minus net rate)	Overage in grades 1-3 primary education (%)	Graduates from 6th grade (%)[c]	
								Total	Without repeating
South America		46 929 059	39 758 641	85	92.0	7.3	37	54.1	11.3
Argentina	6-12	4 477 641	4 414 450	99	100.0	1.4	21	83.5	17.6 *
Bolivia	6-13	1 384 000	1 126 930	81	98.1	16.7	28	47.4	9.0 *
Brazil	7-14	26 320 032	21 805 530	83	91.9	9.1	43	34.9	1.4 *
Colombia	6-10	3 916 051	2 775 867	71	79.8	8.9	49	87.4 [b]	26.7
Chile	6-13	2 032 418	1 777 619	87	98.9	11.5	12	85.4	41.6 *
Ecuador	6-11	1 618 160	1 528 089	94	100.0	5.6	19	81.7	34.9
Paraguay	7-12	652 183	605 615	93	100.0	7.1	15	71.1	20.2
Peru	6-11	3 306 554	2 878 091	87	95.0	8.0	38	76.0	21.8
Uruguay	6-11	328 113	282 183	86	100.0	14.0	23	91.0	54.8
Venezuela[a]	6-11	2 893 907	2 564 267	89	95.3	6.7	24	62.8	14.9
Central America and Panama		4 924 366	3 676 276	75	81.5	6.8	34	57.9	11.9
Costa Rica	6-11	429 755	375 119	87	100.0	12.7	23	79.6	31.0
El Salvador	7-15	1 302 020	912 131	70	78.6	8.6	39	50.8	4.7 *
Guatemala	7-12	1 413 524	899 335	64	72.0	...	43	59.4	9.6
Honduras	7-12	823 655	722 938	88	96.5	8.7	29	46.9	12.4
Nicaragua[a]	7-12	627 842	467 340	74	77.3	2.9	36	19.2	0.6
Panama	6-11	327 570	299 413	91	96.1	4.7	21	86.0	33.5
Gulf of Mexico		16 173 772	14 846 735	92	95.9	4.2	20	73.5	23.3
Cuba	6-11	862 485	821 483	95	100.0	4.8	3	81.0	53.9
Haiti	6-11	937 419	245 984	26	44.1	17.8	89	12.9	0.2
Mexico	6-11	13 055 202	12 676 556	97	100.0	2.9	16	77.3	23.5
Dominican Republic	7-14	1 318 666	1 102 712	84	91.6	8.0	39	38.0	3.5 *
English-speaking Caribbean		883 139	821 235	93	98.6	5.6	5	80.0	54.7
Antigua and Barbuda	5-10								
Netherlands Antilles	6-11								
Aruba	6-11	5 830	5 278	91	96.3	5.8	7		
Bahamas	5-10	31 567	24 877	79	100.0	21.2	4	90.1	76.7
Barbados	5-10	25 247	23 415	93	100.0	7.3	0	84.2	55.3
Belize	6-13	40 972	34 686	85	100.0	15.3	25	96.0	59.1 *
Dominica	5-11	11 925	11 620	97	100.0	2.6	3	77.6	33.8 *
Grenada	5-11	17 193	16 744	97	100.0	2.6	6	83.8	34.5 *
Guyana	6-11	119 316	109 230	92	100.0	8.5	5	88.1	68.7
British Virgin Islands	5-11	1 967	1 646	84	98.5	14.8	27	94.4	47.0
Jamaica	6-11	343 500	318 213	93	98.2	5.5	3	76.5	52.6
Montserrat	5-11	...	971	...	...	...	...	...	...
St. Kitts and Nevis	5-11	8 303	6 773	82	100.0	18.4	8	95.0	86.9
St. Vincent and the Grenadines	5-11	19 470	18 991	98	99.8	2.3	13	87.3	34.8 *
St. Lucia	5-11	25 972	25 467	98	100.0	1.9	0	82.3	67.4 *
Surinam	6-11	45 848	45 810	100	100.0	0.1	20		
Trinidad and Tobago	5-11	186 029	178 485	96	100.0	4.1	2	74.0	48.2 *
Region		68 910 336	59 102 887	86	92.3	6.6	33	59.6	14.9

Source: Tables 11, 12 and 16.

See notes in page 76.

Table 15

LATIN AMERICA AND THE CARIBBEAN: GROSS AND NET SCHOOLING RATES IN PRIMARY EDUCATION

Subregion and Country	Reference age for primary school	Gross rates[a]			Net rates[a]			Difference		
		1980	1985	1989	1980	1985	1989	1980	1985	1989
South America		104	105	106	84	84	85	20	20	21
		111	110		89	88		22	22	
Argentina	6-12	106	107	112	94	99	99	12	9	13
Bolivia	6-13	84	91[b]	89	77	81[b]	81	7	10	7
Brazil	7-14	99	101	101	81	82	83	18	19	18
Colombia	6-10	128	117	108	...	75	71	...	42	38
Chile	6-13	112	106	98	98	92[e]	87	14	17	11
Ecuador	6-11	113	114[c]	113	...	93[c]	94	...	...	19
Paraguay	7-12	104	103	105	87	87	93	17	15	13
Peru	6-11	114	117	118	87	89	87	27	27	31
Uruguay	6-11	106	110	106	...	91	86	...	19	20
Venezuela	6-11	109	108	134	86	86	89	23	22	45
Central America and Panama		85	87	89	70	72	75	15	15	14
Costa Rica	6-11	105	97	101	89	84	87	16	13	14
El Salvador	7-15	75	74[b]	78	67[e]	65[b]	70	8	9	8
Guatemala	7-12	71	76	78	58	62[c]	64	13	14	14
Honduras	7-12	93	102	107	74	85[b]	88	19	17	20
Nicaragua	7-12	99	101	95	74	73	74	25	28	20
Panama	6-11	106	105	107	89	89	91	17	16	16
Gulf of Mexico		112	117	106	90	95	92	23	23	14
Cuba	6-11	108	104	103	98	94	95	10	10	7
Haiti	6-11	74	95	59	37	55	26	37	40	32
Mexico	6-11	115	119	110	95	100	97	20	19	13
Dominican Republic	7-12, 7-14	118	126	98[g]	71[f]	70	84[g]	47	56	15
English-speaking Caribbean		102	103	103	94	94	93	8	9	10
Antigua and Barbuda	5-10	...	...	...	...	...	...	...	...	...
Netherlands Antilles	6-11	...	...	...	...	...	...	...	...	...
Aruba	6-11	...	...	102	...	...	91	...	...	11
Bahamas	5-10	...	...	99	...	...	79	...	...	20
Barbados	5-10	100	110[b]	146	97	...	93	3	...	53
Belize	6-13	...	...	96	...	...	85	...	...	12
Dominica	5-11	...	...	106	...	...	97	...	...	9
Grenada	5-11	...	...	111	...	...	97	...	...	14
Guyana	6-11	100	90[d]	102	...	...	92	...	...	11
British Virgin Islands	5-11	...	...	96	...	...	84	...	...	12
Jamaica	6-11	101	106[e]	98	94	94[e]	93	7	12	5
Montserrat	5-11	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	5-11	...	...	83	...	...	82	...	...	1
St. Vincent and the Grenadines	5-11	...	...	114	...	...	98	...	...	16
St. Lucia	5-11	...	...	104	...	...	98	...	...	6
Surinam	6-11	125	133[b]	130	...	98	100	...	35	30
Trinidad and Tobago	5-11	97	95	102	88	90	96	9	5	6
SY UNESCO Region[f]		105	109 106	105[h]	82	88 85	86[h]	24	22	19

Source: UNESCO. Statistical Yearbook 1987; -1989; -1991: CELADE estimates; SIRI-OREALC-UNESCO Survey.

See notes in page 76.

Table 16

LATIN AMERICA AND THE CARIBBEAN: SCHOOL ENROLLMENT IN THE FIRST THREE GRADES OF PRIMARY EDUCATION IN RELATION TO THE NORMAL REFERENCE AGE FOR ATTENDING A GRADE. 1989

Subregion and country[a]	Enrollment (in thousands)			Underage (%)			Overage (%)			
	1°	2°	3°	1°	2°	3°	1°	2°	3°	1°-3°
South America	11 474	8 650	7 635	8	8	7	34	39	41	37
Argentina	959	841	772	4	5	5	15	24	27	21
Bolivia	253	212	187	5	5	4	23	31	33	28
Brazil	6 544	4 584	3 959	11	9	8	40	45	47	43
Colombia	1 273	917	777	3	4	4	43	51	55	49
Chile	275	276	276	0	0	0	9	13	15	12
Ecuador	409	337	307	8	7	7	15	20	24	19
Paraguay	166	144	125	18	20	21	10	16	19	14
Peru	873	721	645	4	6	7	35	40	38	38
Uruguay	62	58	59	0	0	0	15	26	30	23
Venezuela	660	559	527	7	10	9	19	26	29	24
Central America and Panama	1 241	828	684	12	10	11	30	38	38	34
Costa Rica	94	82	76	0.01	0.10	0.28	19	24	26	23
El Salvador[b]	237	158	135	12	11	12	33	43	44	39
Guatemala	363	221	176	7	8	9	40	46	44	43
Honduras	256	182	150	18	16	17	24	31	33	29
Nicaragua	216	118	89	20	16	15	28	43	43	36
Panama	76	66	58	2	3	3	16	22	25	21
Gulf of Mexico	3 700	3 104	2 855	4	7	9	17	21	23	20
Cuba	161	171	132	8	10	13	0	4	5	3
Haiti	141	115	97	0	0	0	86	91	92	89
Mexico	3 070	2 612	2 447	3	7	9	13	17	20	16
Dominican Republic	328	206	179	15	13	14	32	44	47	39
English-speaking Caribbean	151	146	147	9	11	11	4	6	7	5
Antigua and Barbuda										
Netherlands Antilles										
Aruba	1.15	1.03	1.03	0.00	0.29	1.17	1	7	14	7
Bahamas	4.93	5.29	5.99	1.83	3.55	4.51	3	4	5	4
Barbados	4.31	4.26	3.99	5.22	2.51	1.45	0	0	0	0
Belize	6.91	5.56	5.07	0.00	0.00	0.00	19	28	31	25
Dominica	2.05	1.87	1.94	0.00	8.43	7.11	2	1	5	3
Grenada	3.17	2.95	2.77	0.00	0.95	1.80	3	4	11	6
Guyana	19.61	20.86	21.47	40.87	31.75	34.61	4	4	5	5
British Virgin Islands	0.31	0.30	0.33	0.00	0.68	1.23	24	23	33	27
Jamaica	59.86	57.64	56.91	1.50	3.91	4.15	3	4	4	3
St. Kitts and Nevis	1.47	1.24	1.13	0.00	0.00	0.00	12	4	5	8
St. Vincent and the Grenadines	3.57	3.18	3.23	0.00	3.93	5.10	7	14	19	13
St. Lucia	3.92	4.01	3.78	17.51	17.87	15.59	0	0	1	0
Surinam	11.55	9.95	10.07	0.00	0.67	0.88	9	22	32	20
Trinidad and Tobago	28.14	27.50	29.54	12.78	18.48	18.76	1	2	2	2
Region	16 566	12 728	11 320	7	8	8	29	34	36	33

Source: SIRI-OREALC-UNESCO Survey, 1990.

See notes in page 76.

Table 17

LATIN AMERICA AND THE CARIBBEAN: URBAN ENROLLMENT IN THE FIRST THREE GRADES OF PRIMARY EDUCATION IN RELATION TO THE NORMAL REFERENCE AGE FOR ATTENDING A GRADE. 1989

Subregion and country[a]	Enrollment (in thousands)			Underage (%)			Overage (%)			
	1°	2°	3°	1°	2°	3°	1°	2°	3°	1°-3°
South America[b]	5 355	4 631	4 307	11	10	9	28	34	38	33
Argentina	...	...	...	...	...	...	...	...	...	...
Bolivia	123	114	110	8	7	5	16	21	20	19
Brazil	3 801	3 297	3 034	13	11	10	17	14	14	15
Colombia	705	574	541	5	5	5	31	39	46	38
Chile										
Ecuador	200	173	164	8	8	7	10	15	18	14
Paraguay	66	59	53	24	27	28	6	10	13	10
Peru	...	...	...	...	...	...	...	...	...	...
Uruguay	...	...	...	...	...	...	...	...	...	...
Venezuela	462	413	404	8	12	11	13	20	22	18
Central America and Panama	348	271	248	22	18	17	17	24	26	22
Costa Rica	38	33	33	0.01	0.15	0.36	12	14	15	14
El Salvador	102	77	73	16	17	17	25	32	35	30
Guatemala	...	...	...	...	...	...	...	...	...	...
Honduras	76	65	60	36	27	27	15	20	22	19
Nicaragua	102	68	56	32	25	22	15	29	31	23
Panama	30	28	26	2	4	4	7	10	13	10
Gulf of Mexico										
Cuba	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...
Mexico	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...
English-speaking Caribbean										
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...
Aruba	...	...	...	...	...	...	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...
Jamaica	...	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	...	...	...	...	...	...	...	...	...	...
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...
St. Lucia	...	...	...	...	...	...	...	...	...	...
Surinam	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...	...	...
Region										

Source: SIRI-OREALC-UNESCO Survey, 1990; -1987.

See notes en page 77.

Table 18

LATIN AMERICA AND THE CARIBBEAN: RURAL ENROLLMENT IN THE FIRST THREE GRADES OF PRIMARY EDUCATION IN RELATION TO THE NORMAL REFERENCE AGE FOR ATTENDING A GRADE. 1989

Subregion and country[a]	Enrollment (in thousands)			Underage (%)			Overage (%)			
	1°	2°	3°	1°	2°	3°	1°	2°	3°	1°-3°
South America[b]	3 950	2 123	1 575	6	4	4	49	59	60	54
Argentina	...	...	...	...	...	...	...	...	...	...
Bolivia	131	98	77	1	2	3	30	43	51	39
Brazil	2 743	1 287	925	7	4	4	53	65	65	58
Colombia	569	343	236	0	1	1	57	72	77	65
Chile	...	...	...	...	...	...	...	...	...	...
Ecuador	210	164	143	7	6	6	19	25	30	24
Paraguay	100	85	72	14	14	15	12	20	24	18
Peru	...	...	...	...	...	...	...	...	...	...
Uruguay	...	...	...	...	...	...	...	...	...	...
Venezuela	199	146	122	3	5	5	32	45	49	41
Central America and Panama[b]	530	335	260	8	6	6	32	43	45	38
Costa Rica	56	48	43	0.01	0.06	0.22	24	31	34	29
El Salvador	135	82	62	9	6	7	39	53	54	46
Guatemala	...	...	...	...	...	...	...	...	...	...
Honduras	180	117	90	10	10	11	28	38	40	34
Nicaragua	114	50	33	9	4	5	40	61	64	50
Panama	46	38	32	2	2	2	22	31	35	28
Gulf of Mexico										
Cuba	...	...	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...	...	...
Mexico	...	...	...	...	...	...	...	...	...	...
Dominican Republic	...	...	...	...	...	...	...	...	...	...
English-speaking Caribbean										
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...
Aruba	...	...	...	...	...	...	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...
Jamaica	...	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	...	...	...	...	...	...	...	...	...	...
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...
St. Lucia	...	...	...	...	...	...	...	...	...	...
Surinam	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	...	...	...	...	...	...	...
Region										

Source: SIRI-OREALC-UNESCO Survey, 1990; -1987.

See notes on page 77.

Table 19

LATIN AMERICA AND THE CARIBBEAN: PUPILS ENROLLED IN GRADE ONE OF PRIMARY EDUCATION, BY SINGLE AGE GROUP (PERCENTAGE DISTRIBUTION). 1989

Subregion and country	Entry age	Ages											Average	Heterogeneity index (Standard deviation)[g]
		5 y -	6	7	8	9	10	11	12	13	14	15 y +		
South America		2	24	29	16	10	7	4	3	2	1	1	7.9	2.1
Argentina[a]	6	4	64	17	7	4	2	1	0	0	0	0	6.6	1.2
Bolivia	6	5	42	31	14	8	2	0	0	0	0	0	6.8	1.1
Brazil	7	0	10	31	19	13	9	6	4	3	2	2	8.6	2.2
Colombia[b]	6	3	25	30	18	10	7	4	2	1	1	0	7.7	1.8
Chile[b]	6	0	40	51	6	2	1	0	0	0	0	0	6.7	0.8
Ecuador[a]	6	8	51	27	8	3	1	1	1	0	0	0	6.6	1.3
Paraguay	7	0	18	55	17	5	2	1	0	0	0	0	7.3	1.1
Peru	6	4	39	21	13	7	4	4	6	1	0	0	7.4	1.9
Uruguay	6	0	38	47	11	3	1	0	0	0	0	0	6.8	0.8
Venezuela	6	7	50	24	10	5	2	1	1	0	0	0	6.7	1.3
Central America and Panama		0	17	33	20	12	8	4	3	1	1	0	7.9	1.7
Costa Rica[b]	6	0	34	47	12	4	2	1	0	0	0	0	7.0	1.1
El Salvador[c]	7	1	12	34	21	12	9	5	3	2	1	1	8.2	1.8
Guatemala[d]	7	0	7	32	22	15	11	6	4	2	1	0	8.5	1.8
Honduras	7	0	18	36	22	11	6	3	2	1	0	0	7.8	1.5
Nicaragua	7	0	20	30	22	12	8	4	3	1	0	0	7.9	1.7
Panama	6	2	58	25	9	4	2	1	0	0	0	0	6.7	1.1
Gulf of Mexico		3	59	20	9	4	3	1	1	0	0	0	6.8	1.4
Cuba	6	8	91	1	0	0	0	0	0	0	0	0	5.9	0.3
Haiti[d]	6	0	2	13	20	17	19	9	7	4	3	6	9.8	2.3
Mexico	6	3	64	20	7	3	2	1	0	0	0	0	6.5	1.1
Dominican Republic	7	0	15	32	21	13	9	5	3	1	1	0	8.1	1.7
English-speaking Caribbean		33	50	15	2	0	0	0	0	0	0	0	5.9	0.8
Antigua and Barbuda		...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles		...	...	...	...	...	...	...	...	...	...	...	...	...
Aruba[e]	6	0	84	15	1	0	0	0	0	0	0	0	6.2	0.4
Bahamas[f]	6	2	73	21	3	0	0	0	0	0	0	0	6.3	0.6
Barbados	5	89	11	0	0	0	0	0	0	0	0	0	5.1	0.3
Belize	5	51	30	19	0	0	0	0	0	0	0	0	5.7	0.8
Dominica[a]	5	75	24	2	0	0	0	0	0	0	0	0	5.3	0.5
Grenada	5	64	33	3	0	0	0	0	0	0	0	0	5.4	0.6
Guyana[a]	6	41	37	19	4	0	0	0	0	0	0	0	5.9	0.9
British Virgin Islands[a]	5	24	52	20	3	0	0	0	0	0	1	0	6.1	1.1
Jamaica	6	2	75	20	3	0	0	0	0	0	0	0	6.2	0.5
Montserrat		...	...	...	...	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis[f]	6	19	69	12	0	0	0	0	0	0	0	0	5.9	0.6
St. Vincent and the Grenadines	5	60	33	6	1	0	0	0	0	0	0	0	5.5	0.7
St. Lucia[a]	5	91	9	0	0	0	0	0	0	0	0	0	5.1	0.3
Surinam[d]	6	0	68	23	6	2	1	0	0	0	0	0	6.4	0.8
Trinidad and Tobago[a]	5	87	12	1	0	0	0	0	0	0	0	0	5.1	0.4
Region		2	32	27	15	9	6	4	3	2	1	1	7.7	2.0

Source: National Reports. SIRI-OREALC-UNESCO Survey, 1987; -1990.

See notes in page 77.

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Table 20

LATIN AMERICA AND THE CARIBBEAN: TOTAL NUMBER OF AGE GROUPS ATTENDING GRADE ONE IN PRIMARY SCHOOL

Country	Entry age to 1st grade	Year 1980			Year 1989		
		Population in entry age[a]	Enrollment in 1st grade	Ratio (enrollment/ pop.)	Pop. in entry age	Enrollment in 1st grade	Ratio (enroll-ment/pop.)
South America		5883669	11660245	2.0	6962178	11474224	1.6
Argentina	6	555167	744315[e]	1.3	652752[b]	958930[b]	1.5
Bolivia	6	162545	276950	1.7	189600	253252	1.3
Brazil	7	2997523	7002798	2.3	3499259	6543837	1.9
Colombia	6	646737	1340100	2.1	787976[l]	1273420[l]	1.6
Chile	6	249306	340252	1.4	279951[l]	274741[l]	1.0
Ecuador	6	237876	388615	1.6	283206[b]	409142[b]	1.4
Paraguay	7	91034	134972[c d]	1.5	119726[l]	165679[l]	1.4
Peru	6	488140	800786	1.6	585381	873004	1.5
Uruguay	6	54403	66249[e]	1.2	54571	62128	1.1
Venezuela	6	400938	565207	1.4	509756[b]	660091	1.3
Central America and Panama		657806	1041535	1.6	800347	1240933	1.6
Costa Rica		55149	62427	1.1	74467[l]	94066[l]	1.3
El Salvador	7	137445	202877	1.5	151413	236742	1.6
Guatemala	7	206248	290843	1.4	255942[f]	362551[f]	1.4
Honduras	7	118056	209582	1.8	148797	255637	1.7
Nicaragua	7	86396	203669	2.4	114065	215931	1.9
Panama	6	54512	72137	1.3	55663	76006	1.4
Gulf of Mexico		2754885	4492736	1.6	2738765	3699738	1.4
Cuba	6	211351	211345	1.0	162784	160764	1.0
Haiti	6	148638	205565[e]	1.4	162841[f]	140737[f]	0.
Mexico	6	2236054	3695543	1.7	2237305[l]	3069923[l]	1.4
Dominican Republic	7	158842	380283	2.4	175835[b]	328314[b]	1.9
English-speaking Caribbean		140165[g]	152907[g]	1.1	138276	150972	1.1
Antigua and Barbuda		...	...		...	...	
Netherlands Antilles		...	...		...	...	
Aruba	6	...	...	...	1070[f]	1168[f]	1.1
Bahamas	5	...	...		4394[b]	4931[b]	1.1
Barbados	5	...	...		4200	4313	1.0
Belize	5	...	...		5534	6913	1.2
Dominica	5	2025[h i]	1911[h]	0.9	1785[b]	2051[b]	1.1
Grenada	5	...	...		2339	3169	1.4
Guyana	6	21305[h i]	22241[h]	1.0	18884[b]	19611[b]	1.0
British Virgin Islands	5	...	...		284[b]	306[b]	1.1
Jamaica	6	57574[j]	59808	1.0	58000	59864	1.0
Montserrat	5	...	...		...	...	
St. Kitts and Nevis	5	...	...	...	1300[b]	1469[b]	1.1
St. Vincent and the Grenadines	5	...	...		2610	3569	1.4
St. Lucia	5	3381[h i]	3419[h]	1.0	3727[b]	3918[b]	1.1
Surinam	6	...	...	...	7976[c]	11550[c]	1.4
Trinidad and Tobago	5	...	...	...	26173[b]	28140[b]	1.1
Region		9436525	17347423	1.8	10639566	16565867	1.6

Source: National Reports, SIRI-OREALC-UNESCO Survey, 1987; -1990; CELADE. Boletín demográfico, No 38, July 1986.

See notes in page 77.

Table 21

LATIN AMERICA AND THE CARIBBEAN: PRIMARY EDUCATION ENROLLMENT BY ADMINISTRATIVE HIERARCHY

Subregion and country	1980		1985		1989	
	Total [a]	Private[b] (%)	Total	Private[b] (%)	Total	Private (%)
South America	41 923 723	14	45 505 904	14	49 980 414	15
Argentina	3 917 449	...	4 589 291	19	4 906 907 [c]	19
Bolivia	978 250	...	1 180 000	...	1 514 970 [d]	16
Brazil	22 598 254	13	24 769 359	12	26 821 134 [e]	12
Colombia	4 168 200	14	3 995 879	13	4 246 658 [f]	15
Chile	2 185 459	20	2 062 344	32	1 987 758	38
Ecuador	1 534 258	16	1 672 000 [g]	...	1 827 920 [d]	17 [c]
Paraguay	518 968	...	570 775	...	656 877	15
Peru	3 161 375	13	3 537 613	14	3 890 200	12
Uruguay	331 247	16	356 002	15	350 415	16
Venezuela	2 530 263	11	2 772 641	12	3 777 575	13
Central America and Panama	3 397 205	8	3 990 689	9	4 384 064	11
Costa Rica	348 674	3	362 877	3	422 102	6
El Salvador	834 101	7	915 219	8	1 066 696	11
Guatemala	803 404	14	1 021 800	13	1 097 851 [c]	14
Honduras	601 337	5	774 078	5	851 526 [d]	7
Nicaragua	472 167	12	576 580	13	595 612	13
Panama	337 522	6	340 135	7	350 277	8
Gulf of Mexico	17 882 916	7	18 282 839	8	17 761 731	8
Cuba	1 468 538	0	1 174 400 [g]	0	885 576	0
Haiti	642 391	57	872 500	58	929 000 [e]	43
Mexico	14 666 257	5	15 124 160	5	14 656 400 [d]	6
Dominican Republic	1 105 730	18	1 111 779	24	1 290 755 [d]	20
English-speaking Caribbean[a]	975 783	22 [b]	982 844	23	950 838	21 [h]
Antigua and Barbuda	...	...	...	...	9 631 [c]	19
Netherlands Antilles	32 856	...	...	...		
Aruba	...	...	...	...	6 058 [c]	89
Bahamas	32 854	21	32 848	22	...	...
Barbados[i]	31 147	9	30 161 [g]	8	30 237 [c]	...
Belize	34 615	...	39 212	...	...	...
Dominica	14 815	...	12 340	4	14 975 [d]	3
Grenada	18 076	...	19 939 [g]	...	16 737	7
Guyana	130 832	0	...	...	112 581	...
British Virgin Islands	1 974	9	2 060 [g]	11	2 545	25
Jamaica	359 488	4	...	...	340 417	4
Montserrat	1 846	...	...	...	...	...
St. Kitts and Nevis	7 149	...	6 670 [g]	12	8 561 [d]	13
St. Vincent and the Grenadines	21 497	...	24 561		25 065	3
St. Lucia[j]	29 605	...	32 817	2	32 798 [d]	...
Surinam	74 538	...	71 454 [g]	55	59 633	50
Trinidad and Tobago[k]	167 039	73	168 308		184 838 [d]	...
Region	64 179 627	12	68 762 276	12	73 077 047	13

Source: SIRI-OREALC-UNESCO Survey, 1987; -1990; UNESCO Statistical Yearbook, 1987-1988, UNESCO. Development of private enrollment. First and second level education, 1975-1987. Paris, 1989.

See notes in page 77.

Table 22

LATIN AMERICA AND THE CARIBBEAN: PRIMARY SCHOOL ENROLLMENT BY AREA AND ADMINISTRATIVE HIERARCHY. 1989

Subregion and country	Urban area[a]	Private (%)	Rural area[a]	Private (%)	Rural enrollment as % of total[a]	% of rural population[b]	Inequality index[a]
South America	32 197 490	18	11 662 776	5	25.9	27	1.0
Argentina							
Bolivia[b]	1 018 783	23	496 187	0	32.8	50	0.7
Brazil[c]	19 789 213	15	5 818 680	5	22.7	25	0.9
Colombia[d]	2 772 258	22	1 474 400	2	34.7	31	1.1
Chile	1 640 322	43	347 436	15	17.5	15	1.2
Ecuador[b]	977 362	27[e]	850 558	6[e]	46.5	45	1.0
Paraguay	289 506	27	367 371	6	55.9	54	1.0
Peru	2 373 411	15	1 516 789	7	39.0	31	1.3
Uruguay	316 685	17	33 730	0	9.6	15	0.6
Venezuela[b]	3 019 950	16	757 625	1	20.1	17	1.2
Central America and Panama	2 136 638	18	2 218 629	3	50.6	57	0.9
Costa Rica	184 948[c]	10[c]	208 357[c]	1[c]	49.4[c]	55	0.9
El Salvador	615 411[f]	18	451 285	2	42.3	56	0.8
Guatemala[e]	484 365	24	613 486	6	55.9	67	0.8
Honduras[b]	344 017	10[c]	507 509	3[c]	59.6	58	1.0
Nicaragua	350 911	20	244 701	3	41.1	41	1.0
Panama	156 986	17	193 291	0	55.2	46	1.2
Gulf of Mexico	11 210 410	10[g]	6 551 321	1[g]	36.9	32	1.1
Cuba	633 943	0	251 633	0	28.4	29[e]	1.0
Haiti[c]	503 000	...	426 000	...	45.9	71	0.6
Mexico[b]	9 376 000[b]	8[e]	5 280 400[b]	0[e]	36.0	29	1.2
Dominican Republic	697 467	37	593 288	0	46.0	41	1.1
English-speaking Caribbean	39 802	56	45 129	26	53.1	53	1.0
Antigua and Barbuda	...	...	...	...	...		
Netherlands Antilles	...	...	...	...	...		
Aruba	...	...	...	...	...		
Bahamas	...	...	...	...	...		
Barbados	...	...	...	...	...		
Belize	...	...	...	...	...		
Dominica							
Grenada[c]	5 044	22	11 693	0	69.9		
Guyana	...	...	...	...	...		
British Virgin Islands	...	...	...	...	...	62	
Jamaica	...	...	...	...	...	49	
Montserrat	...	...	...	...	...		
St. Kitts and Nevis[b]	2 803		5 758		67.3		
St. Vincent and the Grenadines	...	...	...	...	...		
St. Lucia	...	...	...	...	...		
Surinam[c]	31 955	61	27 678	37	46.4	36	1.3
Trinidad and Tobago	...	...	...	...	...	33	
Region	45 584 340	16	20 477 855	3	30.8	31	1.0

Source: SIRI-OREALC-UNESCO Survey, 1987; -1990; UNESCO, Statistical Yearbook 1987; -1988; Table 44.

See notes in page 77.

Table 23

LATIN AMERICA AND THE CARIBBEAN: PRIMARY SCHOOL TEACHING PERSONNEL BY GEOGRAPHIC AREA AND ADMINISTRATIVE HIERARCHY

Subregion and country	1980	1985	1989						
	Total[a]	Total[a]	Total[a]	% Private	Urban area[b]	% Private	Rural area[b]	% Private	Rural teachers as % total[c]
South America	1 601 323	1 821 705	2 073 312	15	1 276 138	19	493 128	4	27.1
Argentina		229 715	252 259	18					
Bolivia[d]	48 894	47 224	52 406[e]		16 271[d]		35 771[d]		68.3[e]
Brazil	884 257	1 026 028	1 119 907[e]	13	820 440	17	248 044	2	22.1
Colombia	136 381	135 869	141 936[g]	16	88 053	24	53 883	2	38.0
Chile	...	79 887	76 209	31	59 598[h]	34[i]	16 611[h]	21[i]	21.8[i]
Ecuador	42 415	51 300	62 451[e]	19	31 523	31	30 928	6	49.5
Paraguay	18 948	22 764	31 590	18	14 485	32	17 105	7	54.1
Peru	84 360	106 600	134 944	12	82 896	16	52 048	7	38.6
Uruguay	14 768	14 193	15 729	18	13 411	22	2 318	0	14.7
Venezuela	92 551	108 125	185 881[e,j]	16	149 461	19	36 420	1	19.6
Central America and Panama	95 794	111 284	132 522	13	68 124	21	64 398	4	48.6
Costa Rica	12 596	11 526	15 530	9	7 639[h]	12[f]	7 891[h]	1[f]	50.8
El Salvador	17 364	21 063	25 318	13	16 057	19	9 261	2	36.6
Guatemala	23 770	27 809	31 441[i,k]	21	15 435	34	16 006	8	50.9
Honduras	16 385	20 328	23 790	7	9 470	15[i]	14 320	4	60.2
Nicaragua	13 318	17 199	21 687	12	12 858	18	8 829	3	40.7
Panama	12 361	13 359	14 756[k]	10	6 665	22	8 091	0	54.8
Gulf of Mexico	497 420	580 522	590 427	8	338 389	7	220 763	0	39.5
Cuba	84 041	79 610[l]	71 887	0	48 425	0	23 462	0	32.6
Haiti	14 581	23 200	24 150[f]	66	14 800	...	9 350	...	38.7
Mexico	375 220	449 760	463 115[i]	5	275 164	8	187 951	0	40.6
Dominican Republic	...	27 952	31 275[f]	30	...	...	...	...	...
English-speaking Caribbean	32 779[a]	39 581[a]	36 217[a]	15	1 596	56	1 757	36	52.5[c]
Antigua y Barbuda	...	420	420[m]	25	217	47	203	2	48.3
Netherlands Antilles	1 543[n]	...	...	...	...	...	...	...	...
Aruba	...	...	281[i]	87	...	...	...	...	...
Bahamas	1 261	1 143			...	...	...	...	...
Barbados	1 172	1 421[l]	1 934[f]	16	...	...	...	...	...
Belize	1 421	...	...	...	...	...	...	...	...
Dominica[o]	...	808	807[o]	...	...	...	...	...	...
Grenada[p]	776	1 069[l]	1 005[i]	0	...	...	...	...	...
Guyana	3 909	...	3 703[i]	...	...	...	...	...	...
British Virgin Islands	109	180[p]	115[q]	...	...	...	...	...	...
Jamaica	8 676	15 333[l]	11 621[d]	8[i]	...	...	...	...	...
Montserrat	86[n]	...	...	...	...	...	...	...	...
St. Kitts and Nevis[q]	...	291	266[i]	...	78		188	...	70.7
St. Vincent and the Grenadines	1 184[n]	1 263	...[f]	...	...	...	...	...	...
St. Lucia	957	1 084	1 103[f]						
Surinam	2 803	2 809[l]	2 667[f]	49	1 301	58	1 366	41	51.2
Trinidad and Tobago[q]	7 002	7 172	6 839[e]	...	...	...	...	...	...
Region	2 227 316	2 553 092	2 832 478	14	1 684 248	17[c]	780 045	3[c]	31.0[c]

Source: SIRI-OREALC-UNESCO Survey, 1987; - 1990; UNESCO, Statistical Yearbook 1988, Paris, 1988.

See notes in page 77.

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Table 24

LATIN AMERICA AND THE CARIBBEAN: PUPILS PER PRIMARY SCHOOL TEACHER

Subregion and country[a]	1980	1985	1989					
			Total	Private	Urban area	Private	Rural area	Private
South America	26	25	24	23	25	23	24	33
Argentina	...	20	19	21	...	...	...	...
Bolivia	20	25	...	...	...	...	...	...
Brazil	26	24	24	22	24	22	23	59
Colombia	31	29	30	29	31	29	27	25
Chile	...	26	26	32	28	34	21	14
Ecuador	36	33	29	26	31	26	28	26
Paraguay	27	25	21	17	20	17	21	19
Peru	37	33	29	28	29	28	29	30
Uruguay	22	25	22	19	24	19	15	0
Venezuela	27	26	20	17	20	17	21	16
Central America and Panama	35	36	33	28	31	26	34	3
Costa Rica	28	31	27	17	24	20	26	22
El Salvador	48	43	42	38	38	37	49	59
Guatemala	34	37	35	24	31	22	38	31
Honduras	37	38	36	39	36	24	35	25
Nicaragua	35	34	27	31	27	31	28	28
Panama	27	25	24	18	24	18	24	14
Gulf of Mexico	36	31	30	31	31	35	27	33
Cuba	17	15	12	0	13	0	11	0
Haiti	44	38	38	25	34	...	46	...
Mexico	39	34	32	35	34	34	29	33
Dominican Republic	...	40	41	27	...	...	...	...
English-speaking Caribbean	30	25	26	21	25	26	22	18
Antigua and Barbuda	...	...	...	...	...	...	...	...
Netherlands Antilles	21	...	...	...	...	...	...	...
Aruba	...	...	22	22	...	...	...	...
Bahamas	26	29	...	...	...	...	...	...
Barbados	27	21	16	...	...	...	...	...
Belize	24	...	...	...	...	...	...	...
Dominica	...	15	19	...	...	...	...	...
Grenada	23	19	17	23	...	...	...	...
Guyana	33	...	30	...	...	...	...	...
British Virgin Islands	18	11	...	...	...	...	...	...
Jamaica	41	...	29	18	...	...	...	...
Montserrat	21	...	...	...	...	...	...	...
St. Kitts and Nevis	...	23	32	...	36	...	31	...
St. Vincent and the Grenadines	18	19	...	...	...	...	...	...
St. Lucia	31	30	30	...	...	...	...	...
Surinam	27	25	22	23	25	26	20	18
Trinidad and Tobago	24	23	27	...	...	...	...	...
Region	29	27	26	24	27	25	26	33

Source: Tables 21, 22 and 23.

See notes in page 77.

Table 25

LATIN AMERICA AND THE CARIBBEAN: TEACHING PERSONNEL BY ACADEMIC TRAINING. PRE-SCHOOL AND PRIMARY EDUCATION. 1989

Country	Pre-school Education			Primary Education		
		Teachers without degrees or certificates			Teachers with degrees or certificates	
	Total teachers	Number	%	Total teachers	Number	Percentage
South America	185 531	40 888	22.0	550 575	130 609	23.7
Argentina	...	...	...	...	...	...
Bolivia	...	...	...	...	...	...
Brazil[i]	126 322	32 117	25.4	...	...	...
Colombia[j]	12 337	3 061	24.8	136 928	40 272	29.4
Chile	9 343	166[a]	1.8	76 209	1 093[a]	1.4
Ecuador[c k]	2 823	343[b]	12.2	62 451	11 801[b]	18.9
Paraguay	...	...	...	...	...	...
Peru[l]	13 431	5 201	38.7	108 495	46 920	43.2
Uruguay	...	...	...	...	...	...
Venezuela[k]	21 275	0	0.0	166 492[f]	30 523[b]	18.3
Central America and Panama	8 478	1 662	19.6	82 242	17 806	21.7
Costa Rica	2 373	331[b]	13.9	13 073	2 583[b]	19.8
El Salvador[j]	1 137	49	4.3	15 087	341	2.3
Guatemala	...	...	...	...	...	...
Honduras[g j]	1 464	79	5.4	22 291	7 192	32.3
Nicaragua	2135	1 044[b]	48.9	18 645	7 484	40.1
Panama[e]	1 369	159[b]	11.6	13 146	206	1.6
Gulf of Mexico	17 447	0	0.0	80 582	1 804	2.2
Cuba[k]	17 447	0	0.0	58 732	0	0.0
Haiti	...	...	...	...	...	...
Mexico	...	...	...	...	...	...
Dominican Republic[k]	...	...	...	21 850[d]	1 804[d]	8.3[d]
English-speaking Caribbean	3 683	3 312	89.9	22 514	4 540	20.2
Antigua and Barbuda	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...
Aruba[j]	74	1	1.4	281	1	0.4
Bahamas	...	...	...	...	...	...
Barbados	...	...	...	...	...	...
Belize	...	...	...	...	...	...
Dominica	...	...	...	632[d]	340[d]	53.8
Grenada	149[j]	133	89.3	1 134	760[b]	67.0
Guyana	...	...	...	3 444[d]	1 214[b d]	35.2
British Virgin Islands	...	...	...	...	...	...
Jamaica[j]	3 365	3 097	92.0	8 686	789	9.1
Montse...	...	...	...	...	...	...
St Kitt... Nevis	95[j]	81	85.3	286	80	28.0
St. Vincent ...d the Grenadines	...	...	...	...	...	...
St. Lucia	...	...	...	1 212	533	44.0
Surinam	...	...	...	...	...	...
Trinidad and Tobago	...	...	...	6 839[k]	823	12.0
Reglón[h]	215 139	45 862	21.3	735 913	154 759	21.0

Source: SIRI/OREALC/UNESCO Survey 1987; 1990.

See notes in page 77.

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Table 26

LATIN AMERICA AND THE CARIBBEAN: PRIMARY SCHOOL CLASSROOM TEACHER BY GEOGRAPHIC AREA AND ADMINISTRATIVE HIERARCHY. 1989

Countries [a]	Classroom teachers [b]						Rural area as % of total	Classroom teachers as % of total teachers		
	Total country	% Private	Urban area	% Private	Rural area	% Private		Total	Urban area	Rural area
South America	263 754	20.0	191 228	24	63 342	6	24	85	81	87
Argentina	...	...	...	...	...	...	...	...	...	...
Bolivia	...	...	...	...	...	...	...	...	...	...
Brazil	...	...	...	...	...	...	...	...	...	...
Colombia	...	...	...	...	...	...	...	...	...	...
Chile	67 664	30	45 782 [c]	34 [c]	12 698 [c]	21 [c]	22 [c]	89	89 [c]	89 [c]
Ecuador	...	...	...	...	...	...	...	...	...	...
Paraguay	28 973	18	12 783	32	16 190	7	56	92	88	95
Peru	...	...	...	...	...	...	...	...	...	...
Uruguay	14 525	17	12 222	20	2 303	0	16	92	91	99
Venezuela [e f]	152 592	16	120 441	20	32 151	1	21	82	81	88
Central America and Panama	65 212	11.3	29 016	20	23 123	2	44	84	82	88
Costa Rica	13 073	8	...	...	...	...	...	84	...	...
El Salvador [c]	19 223	13	12 610	19	6 613	2	34	76	79	71
Guatemala	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...
Nicaragua	18 160	13	9 741	21	8 419	3	46	97	76	95
Panama	14 756	10	6 665	22	8 091	0.3	60 [c]	89 [c]	81 [c]	95 [c]
Gulf of Mexico	74 824		43 071		31 753		42	80	75	89
Cuba	57 415	0	35 344	0	22 071	0	38	80	73	94
Haiti	...	...	...	...	...	...	...	...	...	...
Mexico	...	...	...	...	...	...	...	...	...	...
Dominican Republic [d]	17 409		7 727		9 682		56	80	84	77
English-speaking Caribbean	3 462	38	1 190	62	1 335	42	53	88	86	86
Antigua and Barbuda										
Netherlands Antilles										
Aruba										
Bahamas										
Barbados										
Belize										
Dominica										
Grenada [d]	937	5	...	...	...	...	...	93	...	...
Guyana										
British Virgin Islands										
Jamaica										
Montserrat										
St. Kitts and Nevis [f]	241		71		170		71	98	98	97
St. Vincent and the Grenadines										
St. Lucia										
Surinam [d]	2 284	52	1 119	62	1 165	42	51	86	86	85
Trinidad and Tobago										
Region	407 252	16	264 505	21	119 553	5	30	84	80	94

Source: SIRI/OREALC/UNESCO Survey, 1987, -1990.

See notes in page 78.

Table 27

LATIN AMERICA AND THE CARIBBEAN: PRIMARY SCHOOLS BY GEOGRAPHIC AREA AND ADMINISTRATIVE HIERARCHY

Subregion and country	1980	1985	1989						Rural schools as % of total[b]
	Total[a]	Total[a]	Total	% Private	Urban area[b]	% Private	Rural area[b]	% Private	
South America	322 613	322 146	346 513	8	81 462	23	226 180	2	71
Argentina	19 439	20 700	21 025[c]	11	...	...	...	...	...
Bolivia	...	8 038[d]	10 733[f]	6	2 274	30	8 459	0	79
Brazil	201 926	191 000[e]	201 541[f]	6	43 943	21	148 221	1	77
Colombia	33 557	36 459	40 340[h]	10	13 470	29	26 870	1	67
Chile	...	8 586	8 469	32	...	...	...	...	...
Ecuador	11 451	13 569	14 757[f]	13	3 242	34	11 515	6	78
Paraguay	...	3 923	4 411	16	915	39	3 496	10	79
Peru	20 776	24 327	27 970	9	11 054[i]	13[c]	16 916[i]	5[c]	60[c]
Uruguay	2 294	2 360	2 384	10	1 039	23	1 345	0	56
Venezuela	12 730	13 184	14 883	12	5 525	32	9 358	1	63
Central America and Panama	25 342	26 771	28 974	9	4 841	33	23 878	4	82
Costa Rica	2 936	3 091	3 234	3	300[i]	22[c]	2 934[i]	0[c]	91[c]
El Salvador	3 196	2 631[d]	3 585[j]	15	1 244[c]	32[c]	2 086[c]	2[c]	63[c]
Guatemala	6 959	8 016	8 481[c]	17[c]	1 520[c]	44[c]	6 961[c]	11[c]	82[c]
Honduras	5 524	6 549	7 275	4	824[i]	22 c	6 451 i	2[c]	89[c]
Nicaragua	4 421	4 008	3 780	7	642	25	3 138	3	83
Panama	2 306	2 476	2 619	5	311	37	2 308	0	88
Gulf of Mexico	96 252	97 071	100 127	7	31 633	13	68 494	0	68
Cuba	12 196	10 477[d]	9 417	0	2 278	0	7 139	0	76
Haiti	3 271	3 734[g]	3 750[g]	71	1 730	...	2 020	...	54[g]
Mexico	76 179	76 690	81 346	4	26 266[i]	12[c]	55 080[i]	0[c]	68[c]
Dominican Republic	4 606	6 170	5 614[f]	17	1 359	70	4 255	0	76
English-speaking Caribbean	3 189	3 077	3 066[c]	18	170	58	224	23	26
Antigua and Barbuda	...	...	43[k]	30	15[k]	67	28[k]	11	65[k]
Netherlands Antilles	125	...	...	...	...	...	...	...	...
Aruba	...	...	29	90	...	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...
Barbados	134	125	118	14	...	...	...	...	...
Belize	197	...	...	...	...	...	...	...	...
Dominica	...	66	...	...	...	...	...	...	...
Grenada	57	...	63	10	19	32	44	0	70
Guyana	425	...	415[m]	...	...	...	...	...	...
British Virgin Islands	18	19[d]	...	...	...	...	...	...	...
Jamaica	894		841	7	...	...	...	...	...
Montserrat	16	...	...	...	...	...	...	...	
St. Kitts and Nevis	...	32[d]	32	22	14	50	18	0	56
St. Vincent and the Grenadines	62[l]	61	...	...	...	...	...	...	...
St. Lucia	77	83	83	...	...	...	...	...	...
Surinam	...	...	256	49	122	62	134	37	52
Trinidad and Tobago	464	468	469	...	...	...	...	...	...
Region	447 396	449 065	478 680	8	118 106	21	318 776	2	71

Source: SIRI-OREALC-UNESCO Survey, 1987; -1990; UNESCO, Statistical Yearbook 1988; Paris, 1988.

See notes in page 78.

Table 28

LATIN AMERICA AND THE CARIBBEAN: PRIMARY SCHOOL SIZE

Subregion and country	1980	1985	1989					
			Total	Private	Urban area	Private	Rural area	Private
South America	130	141	145	257	375	274	50	90
Argentina	202	222	233	401	...	...	...	...
Bolivia	...	147	141	343	448	343	59	-
Brazil	112	130	133	296	450	329	39	91
Colombia	124	110	105	153	206	157	55	99
Chile	...	240	235	276	...	...	...	...
Ecuador	134	123	124	164	301	233	74	70
Paraguay	...	145	149	139	316	216	105	61
Peru	152	145	139	187	215	253	90	112
Uruguay	144	151	147	229	305	229	25	-
Venezuela	199	210	254	276	547	281	81	112
Central America and Panama	134	149	151	174	435	239	91	70
Costa Rica	119	117	131	222	617	268	71	160
El Salvador	261	348	298	230	470	289	197	185
Guatemala	115	127	129	109	319	174	88	52
Honduras	109	118	117	235	417	183	79	127
Nicaragua	107	144	158	318	547	439	78	87
Panama	146	137	134	221	505	229	84	66
Gulf of Mexico	186	188	177	212	354	261	96	124
Cuba	120	112	94	-	278	-	35	-
Haiti	196	234	248	150	291	...	211	...
Mexico	193	197	180	245	357	257	96	124
Dominican Republic	240	180	230	274	513	274	139	-
English-speaking Caribbean	306	319	310	249	258	254	236	209
Antigua and Barbuda	...	...	224	144	...	...	...	...
Netherlands Antilles	263	...	...	...	...	...	...	...
Aruba	...	...	209	207	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...
Barbados	232	241	256	151	...	...	...	...
Belize	176	...	...	...	...	...	...	...
Dominica	...	187	...	...	...	...	...	...
Grenada	317	...	266	189	265	189	266	-
Guyana	308	...	271	...	...	...	...	...
British Virgin Islands	110	108	...	...	...	...	...	...
Jamaica	402	...	405	234	...	...	...	...
Montserrat	115	...	...	...	...	...	...	...
St. Kitts and Nevis	...	208	268	163	200	...	320	...
St. Vincent and the Grenadines	347	403	...	...	...	...	...	...
St. Lucia	384	395	395	...	...	...	...	...
Surinam	...	...	233	239	262	258	207	209
Trinidad and Tobago	360	360	394	...	...	...	...	...
Region	143	153	153	246	373	270	70	91

Source: Tables 21, 22 and 27.

Table 29

LATIN AMERICA AND THE CARIBBEAN: INCOMPLETE PRIMARY SCHOOLS BY GEOGRAPHIC AREA AND ADMINISTRATIVE HIERARCHY. 1989

Subregion and country[a]	Number of incomplete schools					As percentage of total		
		Urban area		Rural area				
	Total	Public	Private	Public	Private	Total	Urban area	Rural area
South America	38 411	2 649	1 237	33 945	580	45.1	15.3	57.8
Argentina	...	...	...	...	...	...	...	...
Bolivia[b]	6 979	0	0	6 979	0	65.0	0.0	82.5
Brazil	...	...	...	...	...	...	...	...
Colombia[c]	19 146	2 268	930	15 843	105	47.5	23.7	59.4
Chile	...	...	...	...	...	...	...	...
Ecuador[b]	2 467	71	167	2 008	221	16.7	7.3	19.4
Paraguay	1 445	145	131	923	246	32.8	30.2	33.4
Peru	...	...	...	...	...	...	...	...
Uruguay	... ...	...	...	...	...	...	...	
Venezuela[b]	8 374[d]	165	9	8 192	8	56.3	3.1	87.6
Central America and Panama	4 259	27	95	1 454	19	29.0	6.9	35.6
Costa Rica	...	...	...	...	...	...	...	...
El Salvador[e]	1 399	27	71	1 283	18	39.0	7.9	62.4
Honduras[c e]	2 664					39.1	11.1	42.9
Guatemala	...	...	...	...	...	...	...	...
Nicaragua	...	...	...	...	...	...	...	...
Panama	196	0	24	171	1	7.5	7.7	7.5
Gulf of Mexico	19 347	245	...	3 234	...	22.5	...	...
Cuba	...	...	...	...	...	...	...	...
Haiti	...	...	...	...	...	...	...	...
Mexico[e]	15 868	...	...	...	...	19.5	...	...
Dominican Republic[b g]	3 479	245	...	3 234	...	74.5	...	...
English-speaking Caribbean	20	1		2	13	7.0	0.8	11
Antigua and Barbuda	...	...	...	...	...	...	...	...
Nehterlands Antilles	...	...	...	...	...	...	...	...
Aruba[c]	4	0	...	0	...	13.8	...	...
Bahamas	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...
BritishVirgin Islands	...	...	...	...	...	...	...	...
Jamaica	...	...	...	...	...	...	...	...
Montserrat	...	...	...	...	...	...	...	...
St Kitts and Nevis	...	...	...	...	...	...	...	...
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...
St. Lucia	...	...	...	...	...	...	...	...
Surinam[f]	16	1	0	2	13	6.3	0.8	11.2
Trinidad and Tobago	...	...	...	...	...	...	...	...
Region	62 037	2 922	1 332	38 635	612	33.3	7.4	29.6

Source: SIRI/OREALC/UNESCO Survey, 1987; -1990.

See notes in page 78.

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Table 30

LATIN AMERICA AND THE CARIBBEAN: ENROLLMENT IN SPECIAL EDUCATION BY GEOGRAPHIC AREA, ADMINISTRATIVE HIERARCHY AND TYPE OF SCHOOL. 1989

Subregion and country	Pupils with special needs attending:[a]								
	Regular system			Special schools			Total general		
	Total	% Private	% Urban	Total	% Private	% Urban	Total	% Private	% Urban
South America	142 543	7.0	100	158 106	63.7	96.5	522 048	30.2	98.3
Argentina[b]	...	...	...	...	...	...	71 781	12.4	...
Bolivia	...	...	...	17 600	40.0	...	17 600	40.0	...
Brazil[b]	75 122	8.1	...	84 370	78.1	...	159 492	45.1	...
Colombia[b]	21 411	9.9	...	8 610	43.7	...	30 021	19.6	...
Chile	43 657[b]	3.7[b]	100[b]	33 043	47.0	95.7	76 700	22.3	98.1
Ecuador	...	...	...	5 882	...	...	5 882	...	...
Paraguay	628	0	...	1 286	6.1	...	1 914	4.1	
Peru[b]	...	...	...	...	...	...	17 368	13.8	98.3
Uruguay[d]	1 725	...	100	7 315	...	100	9 040	...	100
Venezuela[e]	...	...	...	...	...	...	132 250	...	...
Central America and Panama	1 933	0	100	11 343	0.0	100	37 818	4.9	100
Costa Rica	...	...	...	7 145	0.0	...	7 145	0.0	...
El Salvador	1 754[b]	0	100[b]	1 339[b]	0.0	100[b]	19 905[e]	7.2	...
Guatemala[b]	...	...	...	1 261	...	...	1 261	...	...
Honduras	...	...	...	...	...	...	2 180	...	...
Nicaragua	179	0	100	1 598	0.0	100	1 777	0.0	100
Panama	...	...	...	...	...	...	5 550	...	...
Gulf of Mexico	3 553	0		53 104	2.7	100	221 957	0.6	100
Cuba	3 553	0	...	47 451	0.0	...	51 004	0.0	...
Haiti	...	...	...	...	...	...	...	...	...
Mexico	...	...	...	...	...	...	165 300[b]	0.0	...
Dominican Republic[c]	...	...	...	5 653	25.4	100	5 653	25.4	100
English-speaking Caribbean	1 541	0	79.7	3 164	6.1	83.6	5 113	7.8	79.5
Antigua and Barbuda	12	0	100	31	0.0	100	43	0.0	100
Netherlands Antilles	...	...	...	...	...	...	...	...	...
Aruba	0	0	0	231	51.9	100	231	51.9	100
Bahamas	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	306	25.0	...
Belize	...	...	...	...	...	...	...	...	...
Dominica	0	0	0	8	0.0	100	8	0.0	100
Grenada	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...
Jamaica	225	0	...	1 701	0.0	...	1 926	0.0	...
Montserrat	...	...	...	...	...	...	21	...	...
St. Kitts and Nevis	...	...	...	...	...	...	81	...	1.2
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...	...
St. Lucia	...	...	...	...	...	...	...	...	...
Surinam	1 304	...	79.5	1 193	...	79.9	2 497	...	79.7
Trinidad and Tobago	...	...	...	...	...	...	...	...	...
Region	149 570	6.7	99.5	225 717	44.7	36.2	786 936	18.4	37.3

Source: SIRI/OREALC/UNESCO Survey, 1987; -1990. UNESCO Review of present situation of special education. Paris, 1988.

See notes in page 78.

Table 31

LATIN AMERICA AND THE CARIBBEAN: SPECIAL EDUCATION TEACHING PERSONNEL BY GEOGRAPHIC AREA AND ADMINISTRATIVE HIERARCHY. 1989

Subregion and country[a]	Special education teachers			Pupils per teacher (In special education)	Estimated 7-12-olds with special needs			
	Total	% Private	% Urban		Total[f]	Attending as such as % of 7-12-yr old pop.	Attending regular school but without special attention (minimum estimate)[g] Number	(%)
South America	55 759	19.3	97.7	9	3 977 812	1.3	282 256	3.7
Argentina[b]	17 860	12.7	...	4	382 489	1.9	247 403	6.5
Bolivia	1 061	30.5	...	17	103 980	1.7		
Brazil[b]	22 741	...	...	7	2 009 911	0.8		
Colombia[b]	2 312	33.2	...	13	468 537	0.6		
Chile	3 358	40.5		10[i]	151 769	5.1	10 378	0.7
Ecuador	330	29.1	100.0	18	157 903	0.4	7 739	0.5
Paraguay	361	37.7	...	5	65 218	0.3	16 736	2.6
Peru[b]	1 960	15.8	97.3	9	322 637	0.5		
Uruguay[c]	852[b]	...	...	13[b]	32 713	2.8		
Venezuela[d]	4 924[e]	...	...	27[e]	282 656	4.7		
Central America and Panama	1 950	20.9	100.0	19	450 422	0.8		
Costa Rica	517	0.0	...	14	42 200	1.7		
El Salvador	608	46.1	...	33	89 181	2.2		
Guatemala[b]	...	...	...		141 352	0.1		
Honduras	109	...	...	20	82 366	0.3		
Nicaragua	214	0.0	100.0	8	62 784	0.3		
Panama	502	...	...	11	32 539	1.7		
Gulf of Mexico	24 832	0.0	...	9	1 564 010	1.4		
Cuba	13 375	0.0	...	4	85 834	5.9		
Haiti	...	...	...	...	92 293	...		
Mexico	11 457	0.0	...	14	1 285 456	1.3		
Dominican Republic	...	...	...	...	100 427	0.6		
English-speaking Caribbean	270	16.2	98.1	18	84 066	0.6[h]	3 367	4.1
Antigua and Barbuda	9	0.0	100.0	5		...		
Netherlands Antilles	...	...	...	...		...		
Aruba	41	41.5	100.0	6	493	4.7		
Bahamas	...	...	...	...	3 157	...		
Barbados	...	...	...	...	2 525	1.2	387	1.5
Belize	...	...	...	...	3 218	...		
Dominica	1	0.0	100.0	8	1 036	0.1	931	9.0
Grenada	...	...	...	...	1 502	...		
Guyana	...	...	...	...	12 042	...		
British Virgin Islands	...	...	...	...	172	...		
Jamaica	54	0.0	...	36	34 600	0.6		
Montserrat	...	...	...	...		...		
St. Kitts and Nevis	2	...	50.0	41	725	1.1		
St. Vincent and the Grenadines	...	...	...	...	1 674	...		
St. Lucia	...	...	...	...	2 231	...		
Surinam	163	...	...	15	4 585	5.4	2 050	4.5
Trinidad and Tobago	...	...	...	...	16 107	...		
Region	82 811	10.4	97.9	9	6 076 309	1.3	285 623	3.7

Source: SIRI/OREALC/UNESCO Survey, 1987; -1990; UNESCO. Review of present situation of special education, Paris, 1988.

See notes in page 78.

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Table 32

LATIN AMERICA AND THE CARIBBEAN: ADULT EDUCATION. POPULATION ATTENDING ALL MODALITIES. PUBLIC AND PRIVATE SECTOR. 1989

(Absolute figures in thousands)

Country	Total pop. attending		Attending literacy training			Continuing regular education		Professional training		
	Formal	Non-formal	Formal	Non-formal	% Women	Formal	% Women	Formal	Non-formal	% Women
South America	1 847.0	3 246.9	1 163.8	1 249.3	...	652.9	...	30.3	1 965.3	...
Argentina	195.2	...	95.7	...	...	99.5	...	...	...	...
Bolivia[d]	...	32.3	...	...	...		...	...	...	...
Brazil	...	...	...	...	...		...	...	...	...
Colombia[ce]	1 151.0	2 685.9	1 032.6	993.3	55.6	118.4	53.6	...	1 692.6	...
Chile	61.9	162.8		13.8		61.9	40.1	...	149.0	...
Ecuador[c]	94.5	305.5	33.1	242.2	60.7	61.4	49.5	...	63.3	88.8
Paraguay	20.9	...	2.4	...	...	18.5	...		...	...
Peru	...	...	...	...	...	...	...	...	...	...
Uruguay	6.7	...	...	...	...	6.7	59.9	...	...	...
Venezuela[ba]	316.8	60.4		...	...	286.5	50.1	30.3	60.4	...
Central America and Panama	163.7	62.2	50.5	31.8		111.2		1.9	30.4	
Costa Rica	1.7	...	...	...		1.7	...	...	...	...
El Salvador[c]	32.7	35.1	-	31.8	36.0	32.7	38.0	-	3.3	80.2
Guatemala	...	...	...	...	...	...	...	...	...	...
Honduras	...	...	...	...	...	...	...	...	...	...
Nicaragua	74.1	27.1[g]	23.0	...	49.6	51.1	53.1		27.1	
Panama[cf]	55.1	...	27.6	...	...	25.7	...	1.9	...	...
Gulf of Mexico	872.8	1 640.2	33.1	879.8		383.9		455.7	760.4	
Cuba	66.4	...	...	...	...	66.4	36.1	...	...	...
Haiti	...									
Mexico[c]	737.5	1 595.5	15.8	835.2	...	275.1		446.5	760.4	...
Dominican Republic[c]	68.8	44.7	17.3	44.7	47.5	42.4	40.9	9.1	-	99.0
English-speaking Caribbean	10.9									
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	..
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...
Aruba	0.5	...	...	...	...	0.5	41.6	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	0.2	...	...	...	...	...	...	...	...	...
Jamaica	...	...	...	...	...	...	...	...	...	...
Montserrat	...	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	...	...	...	...	...	...	...	...	...	...
St. Vincent and the Grenadines	2.5	2.5	72.0							
St. Lucia	...	...	...	...	...	...	...	...	...	...
Surinam	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	10.4	...	4.7	...	73.4	1.6	...	...	...	...
Region[h]	2 894.4	4 949.3	1 247.5	2 160.9		1 148.1		487.9		2 756.1

Source: SIRI/OREALC/UNESCO Survey, 1987; -1990.

See notes in page 78.

Table 33

LATIN AMERICA AND THE CARIBBEAN: NUMBER OF ABSOLUTE ILLITERATES, AGED 15 AND OVER, BY SPECIFIC AGE GROUP. ESTIMATED TO YEAR 1990

(Absolute figures in thousands)

Subregion and country	15-19		20-33			34-43			44 and over		15 and over	
	Illiterates	Rate	Age	Illiterates	Rate	Age	Illiterates	Rate	Illiterates	Rate	Illiterates	Rate
South America	1713.6	5.9		5677.7	9.3		6329.6	13.9	14551.0	26.3	28377.8	14.9
Argentina	24.5	0.9	20-34	171.9	2.5	35-44	173.6	4.3	699.5	7.9	1069.9	4.7
Bolivia	62.6	8.3	20-33	178.4	11.7	34-38	74.5	19.0	609.1	42.7	927.1	22.6
Brazil	1227.8	8.3	20-29	3916.2	14.3	30-44	5026.2	17.3	9321.2	35.5	19567.0	20.1
Colombia	139.6	4.4	20-33	496.6	6.2	34-43	353.6	9.4	1093.0	20.4	2095.6	10.3
Chile	10.9	0.9	20-32	89.5	2.9	33-42	77.4	4.4	436.0	14.4	614.4	6.7
Ecuador	47.6	4.1	20-32	134.9	5.8	33-42	120.9	10.2	432.7	24.9	738.6	11.5
Paraguay	18.1	4.1	20-32	47.7	5.0	33-42	34.6	6.8	123.5	19.0	225.0	8.8
Peru	97.3	4.1	20-33	327.4	6.3	34-43	269.4	11.2	999.5	27.3	1698.8	12.5
Uruguay	2.3	0.9	20-34	16.2	2.3	35-39	4.2	2.3	84.3	7.2	107.1	4.6
Venezuela	82.8	4.1	20-33	299.0	6.4	34-43	195.2	8.4	752.2	23.8	1334.3	11.0
Central America and Panama	421.3	13.3		1406.6	23.1		727.0	27.7	1806.0	40.1	4376.8	26.7
Costa Rica	4.7	1.7	20-30	15.6	2.5	31-40	15.0	3.6	74.4	12.4	110.2	5.7
El Salvador	102.8	16.5	20-34	243.3	22.2	35-44	121.0	27.9	430.9	56.2	902.4	30.9
Guatemala	244.3	24.8	20-31	735.0	43.6	32-41	437.4	47.7	736.1	51.5	2161.8	43.1
Honduras	63.4	10.8	20-35	305.4	25.2	36-40	66.7	28.7	362.9	44.7	800.4	28.1
Nicaragua	3.7	0.9	20-33	78.3	9.4	34-43	59.1	16.4	111.3	23.3	252.4	12.0
Panama	2.3	0.9	20-34	29.0	4.6	35-44	27.8	10.5	90.4	22.0	149.7	9.5
Gulf of Mexico	488.4	3.7		2525.1	8.7		1708.0	14.8	4962.1	27.1	9711.9	13.5
Cuba	4.7	0.4	20-33	13.1	0.5	34-43	18.9	1.4	204.8	7.1	241.9	3.0
Haiti	293.3	41.3	20-32	660.7	47.2	33-42	416.9	61.0	848.8	73.0	2238.3	56.6
Mexico	95.0	0.9	20-34	1476.1	6.4	35-44	1113.9	12.7	3512.4	26.6	6199.1	11.1
Dominican Republic	95.5	12.4	20-34	375.2	19.7	35-44	158.4	21.4	396.2	38.0	1032.6	23.2
English-speaking Caribbean	2.2	0.32	20-34	7.6	0.51	35-44	5.0	1.22	60.0	6.6	74.8	2.1
Antigua and Barbuda												
Netherlands Antilles												
Aruba												
Bahamas												
Barbados	0.0	0.05		0.1	0.09		0.0	0.19	0.6	0.9	0.7	0.4
Belize	0.1	0.65		0.4	1.10		0.3	2.60	2.2	9.4	3.0	3.3
Dominica	0.0	0.15		0.0	0.25		0.0	0.60	1.1	7.0	1.2	2.3
Grenada	0.0	0.23		0.1	0.38		0.1	0.90	0.4	2.4	0.6	1.0
Guyana	0.4	0.40		1.5	0.69		1.0	1.60	11.2	9.6	14.2	2.8
British Virgin Islands	0.0	0.13		0.0	0.23		0.0	0.50	0.0	1.6	0.1	0.6
Jamaica	0.9	0.30		3.5	0.51		2.1	1.20	16.9	4.2	23.3	1.5
Montserrat	0.0	0.30		0.0	0.54		0.0	1.20	0.1	3.9	0.2	1.8
St. Kitts and Nevis	0.0	0.38		0.1	0.62		0.0	1.50	0.2	2.3	0.4	1.1
St. Vincent and the Grenadines	0.1	0.48		0.2	0.79		0.1	1.90	0.9	5.1	1.3	2.0
St. Lucia	0.2	0.98		0.5	1.66		0.3	3.90	4.2	20.2	5.1	6.8
Surinam	0.0											
Trinidad and Tobago	0.4	0.23		1.2	0.34		1.0	0.90	22.2	10.1	24.8	2.9
Region	2625.5	5.7		9617.1	9.9		8769.6	14.6	21379.2	27.1	42541.3	15.1

See notes in page 78.

Table 34

LATIN AMERICA AND THE CARIBBEAN: NUMBER OF ABSOLUTE ILLITERATES, AGED 15 AND OVER, BY SPECIFIC AGE GROUP, ESTIMATED TO YEAR 2000

(Absolute figures in thousands)

Subregion and country	15-19		20-32		33-43		44-53		54 and over		15 and over	
	Illiterates	Rate	Illiterates	Rate	Illiterates	Rate	Illiterates	Rate	Illiterates	Rate	Illiterates	Rate
South America	632.1	1.8	3688.5	4.9	4393.1	10.1	6113.5	14.0	11366.4	27.3	26193.6	10.9
Argentina	16.1	0.5	49.5	0.7	154.7	2.9	170.1	4.4	559.9	8.7	950.2	3.6
Bolivia	25.7	2.5	131.6	6.8	131.4	12.2	70.7	19.4	426.6	39.7	786.1	14.3
Brazil	439.3	2.5	2642.0	6.8	2999.0	16.2	4846.7	17.5	7360.6	36.9	18287.6	14.9
Colombia	50.8	1.3	309.4	3.7	384.0	6.5	343.2	9.7	851.1	21.2	1938.4	7.6
Chile	6.7	0.5	21.9	0.7	81.0	3.5	75.7	4.5	341.8	14.7	527.1	4.9
Ecuador	17.2	1.3	101.8	3.4	100.4	6.0	117.4	8.3	324.6	29.9	661.3	7.7
Paraguay	7.2	1.3	39.1	3.4	34.8	5.0	33.8	6.9	94.7	18.9	209.6	6.1
Peru	36.2	1.3	207.4	3.4	255.3	6.7	261.3	11.3	746.2	26.3	1506.3	8.4
Uruguay	1.4	0.5	4.6	0.7	14.6	2.7	4.2	2.3	68.3	7.8	92.9	3.7
Venezuela	31.7	1.3	181.2	3.4	238.1	6.7	190.6	8.4	592.6	23.7	1234.1	7.6
Central America and Panama	167.9	4.1	880.1	10.9	1092.1	25.5	695.1	27.8	1407.1	39.5	4242.2	18.9
Costa Rica	1.8	0.5	10.7	1.4	12.1	2.7	14.8	3.6	61.8	12.3	101.3	4.0
El Salvador	36.6	5.0	210.9	14.2	166.2	22.7	114.7	28.4	337.4	57.6	865.9	22.0
Guatemala	100.5	7.5	515.2	20.5	555.6	49.2	416.7	48.4	563.8	50.0	2152.0	30.9
Honduras	24.6	3.3	131.3	8.8	257.4	28.6	64.6	28.9	283.7	43.6	761.4	18.9
Nicaragua	2.9	0.5	7.4	0.7	73.7	12.1	57.0	16.5	86.1	22.7	227.0	7.5
Panama	1.4	0.5	4.6	0.7	27.1	5.7	27.3	10.7	74.2	23.2	134.6	6.8
Gulf of Mexico	190.7	1.4	999.0	3.1	2132.5	10.0	1643.8	15.0	3879.4	27.5	8845.4	9.7
Cuba	2.0	0.3	9.1	0.4	9.6	0.5	18.7	1.4	152.9	6.9	192.2	2.2
Haiti	101.4	12.5	606.3	35.4	436.7	46.8	391.9	63.8	571.9	71.0	2108.2	43.2
Mexico	54.1	0.5	179.8	0.7	1385.4	8.2	1079.1	12.9	2844.7	27.6	5543.2	7.7
Dominican Republic	33.2	3.8	203.8	10.6	300.8	21.5	154.1	22.1	309.9	38.9	1001.8	17.6
English-speaking Caribbean	2.2	0.3	7.6	0.5	5.0	1.2	5.6	1.8	54.4	9.1	74.8	2.1
Antigua and Barbuda												
Netherlands Antilles												
Aruba												
Bahamas												
Barbados	0.0	0.0	0.1	0.1	0.0	0.2	0.1	0.3	0.5	0.3	0.7	0.4
Belize	0.1	0.7	0.4	1.1	0.3	2.6	0.4	3.9	1.8	10.3	3.0	3.3
Dominica	0.0	0.2	0.0	0.3	0.0	0.6	0.1	1.1	1.0	4.9	1.2	2.3
Grenada	0.0	0.2	0.1	0.4	0.1	0.9	0.1	1.2	0.4	2.0	0.6	1.0
Guyana	0.4	0.4	1.5	0.7	1.0	1.6	1.2	2.3	10.0	10.1	14.2	2.8
British Virgin Islands	0.0	0.1	0.0	0.2	0.0	0.5	0.0	0.6	0.0	1.3	0.1	0.6
Jamaica	0.9	0.3	2.5	0.5	2.1	1.2	2.1	1.5	14.8	3.8	23.3	1.5
Montserrat	0.0	0.3	[illegible]	0.5	0.0	1.2	0.0	1.2	0.1	3.6	0.2	1.8
St. Kitts and Nevis	0.0	0.4	0.1	0.6	0.0	1.5	0.0	1.3	0.2	1.8	0.4	1.1
St. Vincent and the Grenadines	0.1	0.5	0.2	0.8	0.1	1.9	0.1	2.2	0.8	4.4	1.3	2.0
St. Lucia	0.2	1.0	0.5	1.7	0.3	3.9	0.5	7.1	3.7	23.4	5.1	6.8
Surinam												
Trinidad and Tobago	0.4	0.2	1.2	0.3	1.0	0.9	1.1	1.5	21.1	9.3	24.8	2.9
Region	992.9	1.9	5575.2	4.8	7622.7	11.0	8458.0	14.7	16707.3	27.9	39356.0	11.0

See notes in page 79.

Table 35

LATIN AMERICA AND THE CARIBBEAN: NUMBER AND PERCENTAGE OF NEWLY LITERATE PERSONS IN THE PERIOD BETWEEN CENSUSES

Subregion and country	Period between censuses		Men				Women			
			15-24 age group in base year		25-34 age group in base year		15-24 age group in base year		25-34 age group in base year	
	Base year	Final year	Number	%[a]	Number	%[a]	Number	%[a]	Number	%[a]
South America[b]			723 246	6.7	213 915	3.1[c]	488 744	4.4	212 379	3.9[c]
Argentina										
Bolivia	1976	1988	17 287	4.4	20 659	6.5	36 647	8.5	36 567	11.0
Brazil	1970	1980	610 079	7.2	167 598	2.8	379 732	4.4	152 437	2.5
Chile	1970	1982	1 131	0.1	0	0	620	0.1	0	0
Colombia										
Ecuador	1974	1982	22 669	4.1	12 544	3.4	12 152	2.1	5 969	1.6
Paraguay	1972	1982	2 364	1.1	2 534	1.8	2 635	1.3	2 237	1.6
Peru	1972	1981	21 606	1.9	...	...	18 954	1.6	...	...
Uruguay										
Venezuela	1971	1981	48 111	4.4	10 580	1.6	38 005	3.4	15 169	2.3
Central America and Panama[b]			5 350	1.9	3 507	1.7	3 536	1.2	2 746	1.3
Costa Rica	1973	1984	2 213	1.2	2 077	1.8	1 636	0.9	1 529	1.3
El Salvador										
Guatemala										
Honduras										
Nicaragua										
Panama	1970	1980	3 137	2.4	1 431	1.6	1 900	1.5	1 217	1.4
Gulf of Mexico[b]			170 582	3.8	98 430	3.2	130 391	2.8	86 816	3.1
Cuba										
Haiti	1971	1982	9 230	3.0	1 664	0.7	17 594	4.8	17 865	6.8
Mexico	1970	1980	161 352	3.8	96 766	3.2	112 796	2.5	68 950	2.2
Dominican Republic										
English-speaking Caribbean[b]			10 542	12.2	10 471	14.0	5 305	5.6	6 937	8.2
Antigua and Barbuda										
Netherlands Antilles										
Aruba										
Bahamas										
Barbados										
Belize										
Dominica										
Grenada										
Guyana										
British Virgin Islands	1960	1970	7	1.0	10	2.2	1	0.1	3	0.9
Jamaica	1960	1970	10 474	12.2	10 322	14.0	5 282	5.6	6 839	8.2
Montserrat	1960	1970	40	9.0	72	21.0	16	3.6	41	9.1
St. Kitts and Nevis	1960	1970	21	1.9	67	5.2	6	0.4	54	3.0
St. Vincent and the Grenadines										
St. Lucia										
Surinam										
Trinidad and Tobago										
Region[d]			909 721	6.2	326 323	3.5 c	627 976	4.1	308 878	3.8[c]

Source: Estimates are based on data from UNESCO. Compendium of statistics on illiteracy - 1990 Edition. No 31. Prepared for the International Conference of Education, Geneva, 3-8 September, 1990.

See notes in page 79.

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Table 36

LATIN AMERICA AND THE CARIBBEAN: TRENDS IN THE ILLITERACY RATES OF THE 15-24 COHORT IN TWO CENSUS PERIODS. CIRCA 1960

Subregion and country	Census years	Men			Women		
		Circa 1960	Circa 1970	1980	Circa 1960	Circa 1970	1980
		15-24	25-34	35-44	15-24	25-34	35-44
South America		23.7[a]	22.1[b]	17.4[c]	26.5[a]	24.5[b]	23.5[c]
Argentina[d]	1960, 1970, 1980	5.2	4.4	5.2	4.8	5.2	5.5
Bolivia[e]	1976, 1988		16.3	9.8		42.8	31.8
Brazil[f]	1970, 1980		27.7	24.9		33.5	31.0
Colombia[g]	1964, 1985	19.2		12.4	18.3		14.1
Chile	1960, 1970, 1982	10.7	7.6	8.7	10.2	8.4	9.5
Ecuador[h]	1962, 1974, 1982	20.3	17.8	14.4	25.2	25.7	24.1
Paraguay	1962, 1972, 1982	12.5	11.9	10.1	16.5	17.6	16.0
Peru[i]	1961, 1972, 1981	17.6			39.2		
Uruguay	1963, 1975, 1985	3.3	2.9	3.9	2.2	1.9	2.3
Venezuela[j]	1961, 1971, 1981	24.9	15.3	13.7	27.9	21.4	19.1
Central America and Panama		41.0	35.0	34.6[k]	45.2	42.9	42.6[k]
Costa Rica [l]	1963, 1973, 1984	11.2	9.7	7.9	9.9	9.8	8.5
El Salvador[m]	1961, 1971	38.8	36.7		43.0	43.7	
Guatemala[n]	1964, 1973	51.7	44.7		62.4	61.5	
Honduras[o]	1961, 1974	47.1	38.4		48.0	42.1	
Nicaragua[p]	1963, 1971	49.4	41.1		44.6	42.9	
Panama[q]	1960, 1970, 1980	18.0	17.3	15.7	19.0	18.9	17.5
Gulf of Mexico		27.0[r]	22.9	19.9[s]	33.0[r]	31.7	28.5[s]
Cuba							
Haiti[t]	1971, 1982		70.1	69.4		84.2	77.4
Mexico [u]	1960, 1970, 1980	24.4	19.0	15.8	29.3	26.7	24.5
Dominican Republic	1960, 1970	18.6	22.6		21.4	27.9	
English-speaking Caribbean[v]		11.1[w]	2.5	2.6[x]	6.6[w]	2.9	2.9[x]
Antigua and Barbuda							
Netherlands Antilles							
Aruba							
Bahamas							
Barbados							
Belize							
Dominica							
Grenada							
Guyana							
British Virgin Islands	1960, 1970	1.7	0.7		0.4	0.3	
Jamaica	1960, 1970	15.1	2.9		7.6	2.0	
Montserrat	1960, 1970	9.9	0.9		5.2	1.6	
St. Kitts and Nevis	1960, 1970	4.0	2.1		2.0	1.6	
St. Vincent and the Grenadines							
St. Lucia							
Surinam							
Trinidad and Tobago	1970, 1980		2.0	2.2		4.5	4.5
Region[y]		25.3	22.9	18.8	28.8	26.8	25.5

Source: UNESCO. Compendium of statistics on illiteracy - 1990 Edition No 31. Prepared for the International Conference of Education, Geneva, 3-8 September, 1990.

See notes in page 79.

Table 37

LATIN AMERICA AND THE CARIBBEAN: YEARS OF SCHOOLING IN 15 AND OVER POPULATION

Subregion and country	Year	Total			15-19		20-24		25-44		45 and over	
		Total	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.
South America		4.3	4.4	4.2	4.3	4.5	5.1	5.2	4.8	4.5	3.5	3.1
Argentina [a]	1980	6.2	6.1	6.3	5.4	6.1 [b]	7.5	7.8	6.8	6.9	5.2	5.3
Bolivia [c]	1988	3.9	4.4	3.4	4.5	4.3	5.9	5.2	4.9	3.6	2.9	1.7
Brazil [d]	1980	3.4	3.5	3.4	3.5	3.7	4.1	4.3	3.9	3.6	2.7	2.2
Colombia [e]	1985	4.4	4.4	4.4	4.1	4.4	5.2	5.5	5.0	4.8	3.2	2.8
Chile	1982	6.5	6.6	6.4	6.9	7.1	8.2	8.4	7.0	6.8	5.1	4.7
Ecuador [f]	1982	3.9	4.1	3.7	4.5	4.5	5.1	4.9	4.4	3.9	2.8	2.2
Paraguay [g]	1982	4.1	4.3	4.0	4.8	4.7	5.0	4.8	4.5	4.1	3.3	2.8
Peru [e]	1981	5.2	5.8	4.7	6.3	5.7	6.3	5.7	6.4	4.9	4.2	3.0
Uruguay [h]	1985	5.7	5.6	5.7	5.7	5.8	6.7	7.1	6.4	6.7	4.7	4.7
Venezuela [f]	1981	4.2	4.3	4.0	4.4	4.7	5.1	5.2	4.7	4.4	2.9	2.1
Central America and Panama		3.5	3.7	3.4	3.9	3.8	4.6	4.3	3.9	3.5	2.5	2.2
Costa Rica [i]	1984	4.8	4.9	4.7	5.0	4.9	5.9	5.6	5.3	5.0	3.5	3.3
Guatemala [j]	1981	2.3	2.6	2.1	3.0	2.5	3.3	2.7	2.7	2.0	1.7	1.3
Honduras [k]	1983	3.5	3.5	3.5	3.7	4.1	4.4	4.5	3.8	3.7	2.3	2.0
Panama [l]	1980	5.4	5.4	5.5	5.4	5.6	7.1	7.3	5.9	5.8	3.8	3.7
Gulf of Mexico		4.2	4.6	3.9	5.4	5.3	5.8	5.0	4.7	3.8	2.9	2.4
Cuba	1981	6.9	7.1	6.7	8.9	9.5	9.0	8.8	7.8	6.9	4.8	4.3
Haiti [f]	1982	1.4	1.6	1.3	2.4	2.4	2.4	1.9	1.5	1.0	1.0	0.6
Mexico [f]	1980	4.0	4.3	3.7	5.1	4.8	5.6	4.8	4.4	3.6	2.6	2.2
Dominican Republic												
English-speaking Caribbean [f]		4.2	4.2	4.1	4.6	4.8	4.7	4.9	3.8	3.6	3.5	3.3
Antigua and Barbuda												
Netherlands Antilles [e]	1981	4.5	4.8	4.2	5.2	5.2	5.4	5.4	5.1	4.6	4.3	3.6
Aruba												
Bahamas												
Barbados [e]	1980	4.3	4.5	4.1	5.4	5.4	5.5	5.5	5.2	5.0	3.8	3.5
Belize	1980	3.8	3.8	3.7	4.1	4.2	3.9	4.0	4.0	3.8	3.3	3.1
Dominica	1981	3.9	3.9	3.9	4.0	4.4	4.2	4.3	4.2	4.0	3.5	3.3
Grenada	1981	4.0	4.1	4.0	4.4	4.7	4.2	4.3	4.1	3.9	3.7	3.5
Guyana	1980	3.8	3.9	3.6	4.2	4.3	4.4	4.2	4.1	3.7	3.2	2.6
British Virgin Islands	1980	5.1	5.1	5.1	5.3	5.7	5.4	5.6	5.1	5.2	4.7	4.3
Jamaica	1982	4.0	3.9	4.1	4.5	4.8	4.7	5.2	4.0	4.2	3.2	3.2
Montserrat	1980	4.6	4.8	4.5	5.1	5.4	5.0	4.6	4.8	4.8	4.5	4.0
St. Kitts and Nevis	1980	5.9	6.0	5.9	6.3	6.4	6.2	6.2	6.3	6.1	5.5	5.3
St. Vincent and the Grenadines	1980	4.2	4.1	4.2	4.4	4.9	4.3	4.6	4.1	4.1	3.8	3.6
St. Lucia	1980	3.6	3.6	3.6	4.1	4.5	4.0	4.3	3.6	3.6	2.8	2.7
Surinam												
Trinidad and Tobago	1980	4.6	4.6	4.6	4.9	5.1	4.7	4.9	4.7	4.6	4.0	3.8
Region		4.3	4.4	4.1	4.5	4.7	5.3	5.1	4.7	4.3	3.3	2.9

Source: National population and housing census data for the years indicated; for Bolivia document used was "Encuesta Nacional de Población y Vivienda 1988. Resultados Finales. La Paz, Bolivia, julio de 1989" by INE and UNFPA/DTCD; UNESCO Statistical Yearbook 1990, Paris, 1990.

See notes in page 79.

Table 38

LATIN AMERICA AND THE CARIBBEAN: DISTRIBUTION OF 15-TO-19 YEAR OLD POPULATION BY LEVEL OF SCHOOLING AND BY SEX

Subregion and country	Year	Total		No schooling %		Primary Education (%)				High School (%)		Post-Secondary (%)	
						Incomplete		Complete					
		Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.
South America		13091.1	13320.1	12.5	10.4	45.0	44.2	13.5	14.1	27.5	29.4	1.5	1.9
Argentina[a]	1980	1424.1	1386.9	1.6	1.5	25.8	17.3	22.3	25.3	48.7	50.9	1.6	5.0
Bolivia	1988	305.5	311.8	1.7	3.7	21.7	28.0	27.9	24.5	46.0	40.4	2.8	3.3
Brazil	1980	6705.4	6864.1	19.2	14.9	61.1	61.8	8.9	10.0	10.7	13.3	0.1	0.1
Colombia	1985	1548.7	1624.3	8.7	6.8	33.1	29.7	18.1	18.3	37.7	42.4	2.4	2.8
Chile	1982	650.3	652.6	1.7	1.5	25.0	22.1	24.4	24.2	46.8	49.8	2.1	2.5
Ecuador	1982	436.9	439.9	12.4	13.5	34.6	32.8	8.6	8.2	43.3	44.2	1.1	1.3
Paraguay	1982	165.0	163.9	4.1	4.7	36.3	36.9	23.8	25.4	35.0	32.2	0.8	0.8
Peru	1981	910.5	936.7	4.2	9.7	18.8	23.0	16.5	15.7	50.8	42.9	9.7	8.7
Uruguay	1985	115.8	113.7	1.0	0.8	10.3	7.4	22.1	20.9	64.7	67.8	2.0	3.1
Venezuela	1981	829.0	826.1	8.7	6.5	35.3	32.1	8.8	8.0	45.9	51.7	1.3	1.7
Central America and Panama		778.6	794.7	16.6	21.0	37.4	33.8	14.4	12.6	30.4	31.5	1.2	1.1
Costa Rica	1984	139.7	139.1	1.5	2.0	36.2	38.4	9.0	9.6	49.6	46.6	3.7	3.4
El Salvador													
Guatemala	1981	313.6	335.0	30.0	41.0	36.0	30.1	14.4	11.5	19.1	17.1	0.5	0.3
Honduras	1983	225.6	220.4	12.8	9.8	50.5	46.6	12.6	11.6	23.3	31.4	0.8	0.6
Nicaragua													
Panama	1980	99.7	100.1	4.2	5.4	13.6	11.3	26.1	22.6	55.0	58.9	1.0	1.7
Gulf of Mexico		4607.7	4722.4	13.5	14.8	18.3	20.0	17.7	20.0	45.7	40.5	4.8	4.7
Cuba	1981	589.3	572.9	0.0	0.0	7.7	5.9	13.0	12.4	59.0	57.0	20.3	24.7
Haiti	1982	251.7	259.6	43.4	44.8	32.3	31.0	8.1	7.7	16.2	16.4	0.1	0.1
Mexico	1980	3766.7	3889.9	13.6	15.0	19.1	21.3	19.1	21.9	45.6	39.7	2.7	2.1
Dominican Republic													
English-speaking Caribbean[b]		218.4	210.1	1.5	1.1	[c]	[c]	52.5	45.5	45.9	53.3	0.1	0.1
Antigua and Barbuda													
Netherlands Antilles													
Aruba													
Bahamas													
Barbados													
Belize	1980	8.6	8.5	3.1	2.5			64.2	60.4	32.6	37.0	0.1	0.1
Dominica	1981	4.7	4.4	1.8	1.2			76.2	63.3	21.9	35.4	0.1	0.1
Grenada	1981	7.7	4.0	0.8	0.5			61.1	51.2	38.1	48.3	0.0	0.0
Guyana	1980	48.1	49.0	1.8	1.6			56.0	55.2	42.0	43.0	0.2	0.2
British Virgin Islands	1980	0.5	0.5	0.0	0.0			29.7	14.1	70.1	85.7	0.2	0.2
Jamaica	1982	67.5	63.3	2.3	1.5			54.3	45.2	43.3	53.2	0.1	0.1
Montserrat	1980	0.6	0.6	0.3	0.3			54.5	44.8	45.2	54.9	0.0	0.0
St. Kitts and Nevis	1980	2.9	2.7	0.5	0.3			5.3	3.0	94.2	96.7	0.0	0.0
St. Vincent and the Grenadines	1980	6.4	6.4	0.5	0.5			73.0	58.8	26.5	40.7	0.0	0.0
St. Lucia	1980	6.9	7.1	2.1	1.1			69.9	56.5	27.8	42.4	0.2	0.0
Surinam													
Trinidad and Tobago	1980	64.5	63.7	0.4	0.4			42.0	34.2	57.5	65.3	0.1	0.1
Region		18695.8	19047.2	12.8	11.8	37.6	37.3	15.0	15.9	32.3	32.5	2.3	2.6

Source: National Census Data except for Bolivia where the 1988 National Population and Housing Census was used.

See notes in page 79.

Table 39

LATIN AMERICA AND THE CARIBBEAN: PERCENTAGE OF THE 15 AND OVER POPULATION THAT HAS REACHED POST-SECONDARY EDUCATION LEVEL, BY AGE GROUP

Subregion and country	Year	15-19		20-24		25-34		35-44		45 and over		Total	
		Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.
South America		1.5	1.9	6.9	7.5	10.2	8.7	7.5	4.9	4.2	2.0	6.0	4.8
Argentina	1980	1.6	5.0	13.9	15.6	12.7	12.2	7.6	7.4	4.0	3.4	7.2	6.8
Bolivia	1988	2.8	3.3	18.9	16.5	16.7	11.1	11.9	5.9	7.0	2.6	11.0	7.3
Brazil	1980	0.1	0.1	3.6	4.5	7.3	6.6	5.6	3.7	3.5	1.4	4.1	3.2
Colombia	1985	2.4	2.8	6.5	7.0	11.8	9.6	9.2	4.8	4.4	1.3	7.0	5.2
Chile	1982	2.1	2.5	12.4	12.1	12.4	10.8	10.1	7.4	5.3	2.5	8.0	6.3
Ecuador	1982	1.1	1.3	11.4	11.0	14.0	9.8	8.4	3.8	3.9	1.3	7.7	5.3
Paraguay	1982	0.8	0.8	5.0	4.6	5.4	4.4	4.8	3.0	3.0	1.0	3.7	2.5
Peru	1981	9.7	8.7	9.7	9.7	19.2	13.2	12.9	7.2	6.7	3.6	11.6	8.2
Uruguay	1985	2.0	3.1	9.2	11.4	8.8	9.4	6.8	5.5	4.1	2.2	5.8	5.1
Venezuela	1981	1.3	1.7	9.6	10.0	11.8	9.4	9.0	5.2	4.8	1.3	7.4	5.5
Central America and Panama		1.2	1.1	7.2	5.9	8.1	6.1	6.0	3.8	3.1	1.7	5.0	3.7
Costa Rica	1984	3.7	3.4	13.6	12.2	15.2	13.5	11.3	10.1	5.2	4.6	9.7	8.7
El Salvador	...	...	...	...	...	...	...	...	...	...	...	...	...
Guatemala	1981	0.5	0.3	3.8	2.1	4.4	1.9	3.2	1.0	1.9	0.6	2.7	1.2
Honduras	1983	0.8	0.6	5.1	3.1	5.8	4.0	5.3	2.1	2.6	0.6	3.8	2.0
Nicaragua	...	...	...	...	...	...	...	...	...	...	...	...	...
Panama	1980	1.0	1.7	12.5	14.8	13.1	12.3	9.3	7.6	4.7	3.4	7.9	7.6
Gulf of Mexico		4.8	4.7	14.0	8.1	12.9	5.5	8.3	2.8	3.9	1.4	8.3	4.2
Cuba	1981	20.3	24.7	20.1	20.1	19.4	13.0	13.8	6.5	4.4	2.6	13.7	11.3
Haiti	1982	0.1	0.1	0.8	0.6	1.0	0.6	0.7	0.3	0.8	0.4	0.7	0.4
Mexico	1980	2.7	2.1	14.1	7.1	12.7	4.7	7.8	2.3	4.0	1.2	8.0	3.3
Dominican Republic													
English-speaking Caribbean		0.1	0.1	1.8	1.3	3.9	2.7	4.5	2.4	2.4	0.9	2.6	1.5
Antigua and Barbuda													
Netherlands Antilles	1981	...	...	...	...	9.3	6.7	11.5	6.1	5.7	2.8	8.3	4.9
Aruba	...	...	...	...	...	...	...	...	...	...	...	...	
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...	
Barbados	1980	...	...	...	...	5.6	3.3	7.2	3.2	4.0	0.8	5.1	1.9
Belize	1980	0.1	0.1	0.8	1.2	3.6	1.6	4.1	1.4	2.7	0.8	2.2	1.0
Dominica	1981	0.1	0.1	3.2	1.5	3.3	1.8	3.1	1.4	1.7	0.4	2.1	0.9
Grenada	1981	0.0	0.0	1.7	0.5	3.0	1.2	2.9	1.2	2.0	0.4	1.7	0.6
Guyana	1980	0.2	0.2	3.4	1.4	3.5	1.3	3.4	1.1	1.6	0.4	2.3	0.8
British Virgin Islands	1980	0.2	0.2	4.0	4.0	7.1	7.1	12.0	8.9	10.4	6.9	7.4	5.8
Jamaica	1982	0.1	0.1	0.6	1.0	2.8	2.8	2.9	2.3	1.7	1.0	1.7	1.4
Montserrat	1980	0.0	0.0	8.8	3.0	9.8	6.2	8.5	5.5	6.8	2.8	6.7	3.3
St. Kitts and Nevis	1980	0.0	0.0	0.8	0.4	3.5	2.3	6.2	2.1	2.1	0.6	2.0	0.9
St. Vincent and the Grenadines	1980	0.0	0.0	0.5	0.3	1.9	1.5	2.6	1.1	1.9	0.5	1.3	0.6
St. Lucia	1980	0.2	0.0	0.5	0.3	2.1	1.0	2.4	1.1	1.6	0.5	1.3	0.5
Surinam													
Trinidad and Tobago	1980	0.1	0.1	2.4	2.0	4.3	2.7	5.3	2.3	2.7	0.9	2.9	1.6
Region		2.3	2.6	8.5	7.5	10.7	7.8	7.6	4.4	4.0	1.8	6.5	4.6

Source: National Population Census Data except for Bolivia where the 1988 National Population and Housing Census was used.

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Table 40

LATIN AMERICA AND THE CARIBBEAN: FEMALE PARTICIPATION RATES (%) IN TEACHING BODY IN FORMAL EDUCATION, BY LEVEL. LAST AVAILABLE YEAR

Country	Year	Level of education				Male/Female gap 1988[b]	
		Pre-school	Primary school	High school	Higher education	Labour	Parliament
South America[a]		97	83	57	39		
Argentina	1988	99	91	68	50	39	4.7
Bolivia	1989	80	59	48[c]	...	34	3.1
Brazil	1980	98	85	53	36	38	5.3
Colombia	1985	60[e]	79	42	25	28	...
Chile	1990	100[o]	75	56	33[r]	39	...
Ecuador	1987	91	65	41	...	24	1.4
Paraguay	1989	...	70	...	...	26	1.6
Peru	1985	99	60	46[g]	14	32	5.5
Uruguay	1980	...			30[h]	45	0.0
Venezuela	1986	99[g]	83	55	...	38	3.9
Central America and Panama[a]		98	72	51	33		
Costa Rica	1986	...	...	...	...	28	12.2
El Salvador	1989	95[g]	67	31	34[c]	33	3.3
Guatemala	1975	93	62	38	...	19	7.0
Honduras	1984	100[c]	74	48	34	22	5.2
Nicaragua	1989	99	87	62	32[e]	33	13.5
Panama	1989	100	63	54	30	37	5.9
Gulf of Mexico[a]		99	65	41	45		
Cuba	1989	90[g]	78	50	45	46	33.9
Haiti	1987	100[f]	45	14[d k]	37	73	...
Mexico	1975	100[q]	62	33	...	37	10.7
Dominican Republic	1987	...	66			17	5.0
English-speaking Caribbean[a]		99	80	58[n]	34		
Antigua and Barbuda							
Netherlands Antilles							
Aruba							
Bahamas							
Barbados	1986	...	...	48	48		
Belize	1983	...	...	45	27		
Dominica	1986	...	74	44	...		
Grenada	1990	100[p]	81	...	75		
Guyana	1987	99[o]	72	48	30[d]		
British Virgin Islands	1986	99[d]	71	47	32		
Jamaica	1983	93[e]	83	60	...		
Montserrat	1989	...	88	66	29[j h]	84	11.6
St. Kitts and Nevis	1981	95[h]	87	...	...		
St. Vincent and the Grenadines	1988	100[g]	76	54[j l]	35		
St. Lucia	1988	99[d]	69	53[l]	53		
Surinam	1989	...	80	56[l]	34		
Trinidad and Tobago	1988	100[m]	83	50[l]	14		
Trinidad y Tabago	1989	96[p]	73	58[l]	11[i]	43	16.6
Region[a]		98	80	54	37		

Source: UNESCO. 1989 Statistical Yearbook. Paris, 1989.

See notes in page 80.

Table 41

LATIN AMERICA AND THE CARIBBEAN: DEMOGRAPHIC INDEXES

Subregion and country	Pop. (millions)	Life expectancy at birth (yrs)	Average growth of pop (%)		Year in which net reproduction rate of 1 will be reached	Gross birth rate per 1000 pop.		Net death rate per 1000 pop.	
			Total	7-14					
	med. 1989	1989	1980-88	1980-88		1965	1989	1965	1989
South America	289.6			1.6					
Argentina	31.9	71	1.4	2.6	2005	23	21	9	9
Bolivia	7.1	54	2.7	3.0	2030	46	42	21	13
Brazil	147.3	66	2.2	1.6	2015	39	27	11	8
Chile	13.0	72	1.7	-0.3	2000	34	23	11	6
Colombia	32.3	69	2.0	0.7	2010	43	25	11	6
Ecuador	10.3	66	2.7	2.0	2015	45	32	13	7
Paraguay	4.2	67	3.2	2.3	2015	41	36	8	6
Peru	21.2	62	2.3	1.9	2015	45	31	16	9
Uruguay	3.1	73	0.6	0.8	2000	21	17	10	10
Venezuela	19.2	70	2.8	2.0	2005	42	29	8	5
Central America and Panama	27.8			2.4					
Costa Rica	2.7	75	2.4	0.6	2005	45	26	8	4
El Salvador	5.1	63	1.4	1.7	2015	46	35	13	8
Guatemala	8.9	63	2.9	3.2	2025	46	39	17	8
Honduras	5.0	65	3.5	2.9	2020	51	39	17	8
Nicaragua	3.7	64	3.4	3.1	2025	49	40	16	7
Panama	2.4	73	2.2	0.7	2005	40	25	9	5
Gulf of Mexico	108.5			0.4					
Cuba	10.5	75 [d]	0.9 [a]	-4.1	2030	34	16	8	6 [b]
Haiti	6.4	55	1.9	1.1	2030	41	36	21	13
Mexico	84.6	69	2.1	0.8	2010	45	28	11	6
Dominican Republic	7.0	67	2.3	0.8	2015	47	30	13	6
English-speaking Caribbean									
Antigua and Barbuda			1.4 [d]						
Netherlands Antilles									
Aruba									
Bahamas			1.4 [d]						
Barbados		74 [d]	0.6 [d]				19 [c]		8 [d]
Belize			2.2 [d]						
Dominica			1.3 [d]						
Grenada			1.3 [d]						
Guyana		70 [d]	2.0 [d]				25 [c]		5 [d]
British Virgin Islands									
Jamaica	2.4	73	1.3		2005	38	22	9	7
Montserrat									
St. Kitts and Nevis			1.4 [d]						
St. Vincent and the Grenadines			1.3 [d]						
St. Lucia			1.3 [d]						
Surinam		70 [d]	1.5 [d]				26 [c]		6 [d]
Trinidad and Tobago	1.3	71	1.7		2010	33	26	8	6
Latin America and the Caribbean	421.2	67	2.2 [e]	1.3 [e]		40	28	12	7
Industrial countries	830.4	76	0.7			20	14	10	9
Med. high income countries	422.7	68	1.8			33	27	12	8
Med. low income countries	681.8	65	2.3			40	30	14	8
Low income countries [a]	1.002.0 [a]	55	2.8			46	40	21	13

Source: The World Bank. World development report 1990. Washington. 1990; -1988. ECLAC Statistical Yearbook for Latin America and the Caribbean. 1989 Edition. Santiago, 1990; CELADE. Population estimate by single age group.

See note in page 80.

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Table 42

LATIN AMERICA AND THE CARIBBEAN: INDEX OF ECONOMIC RESOURCES SPENT ON EDUCATION[a]

Subregion and country	Per capita GNP		Participation of highest decile in income		Govt. spending as % of GNP		Govt. spending earmarked for Education (%)		Consumption on Education as % of GDP	Public spending on education as % of GDP	
	1989 US $	Average annual rate 1965/89	Year	%	1972	1989	1972	1989	1980-85	1975	1988
South America	2269	2.3		43.7	25.7	26.3	11.9	6.3	5	3.0	3.4
Argentina	2160	-0.1		...	19.6	15.5	20.0	9.3	6	2.5	1.9[e,f]
Bolivia	620	-0.8	1985	32.1		16.8		20.3	7	3.5	3.1
Brazil	2540	3.5	1983	46.2	29.1	30.6[d]	8.3	4.2	5	3.0	3.7
Colombia	1200	2.3	1988	37.1	13.1	14.6[d]	...	...	6	2.2[f]	2.7[e,f]
Chile	1770	0.3		...	43.2	32.5[d]	14.3	12.0[d]	6	4.1	3.6[e]
Ecuador	1020	3.0		...	13.4	14.2[d]	27.5	23.4[d]	6[b]	3.2[e]	2.8
Paraguay	1030	3.0		...	13.1	8.9[d]	12.1	11.4[d]	3	1.6	1.5[g]
Peru	1010	-0.2	1985	35.8	16.1	11.6	23.6	15.3[d]	6	3.3	3.4[f]
Uruguay	2620	1.2		...	25.0	25.8[d]	9.5	7.9[d]	4	2.2[h]	3.1
Venezuela	2450	-1.0	1987	34.2	18.1	...	18.6		5[b]	4.5	4.5
Central America and Panama	1217	0.4		40.0	15.9	18.8	22.3	17.8	5.8	3.7	3.8
Costa Rica	1780	1.4	1986	38.8	19.0	27.8	28.5	17.0	8	6.8	4.3
El Salvador	1070	-0.4		...	12.8	10.5	21.4	17.6	5	3.4	2.3[e]
Guatemala	910	0.9	1979-81	40.8	9.9	12.0		...	4	1.6	1.8[i]
Honduras	900	0.6		...	16.1	...	22.3	...	5[b]	3.7	4.9[e,j]
Nicaragua	...	-2.5[c]			...	15.8	16.6	...	...	2.4	6.2[e,f]
Panama	1760	1.6		...	27.6	31.7[d]	20.7	19.1[d]	9	5.7	5.6
Gulf of Mexico	1952	3.0			11.6	21.2	16.3	12.3	4.9	3.7	4.0
Cuba	...	...		...	...	...	...	...	...	5.7[k]	6.8[e,k]
Haiti	360	0.3		...	14.5	...	...	...	...	1.5[h]	1.9[e]
Mexico	2010	3.0		...	11.4	21.2	16.4	12.3	5	3.6	3.6
Dominican Republic	790	2.5		...	17.7	20.4[d]	14.2	...	3	1.9[l]	6.0
English-speaking Caribbean	2304	0.5								7.2	9.5
Antigua and Barbuda										4.5	2.5[i]
Netherlands Antilles										6.3[h]	5.7
Aruba											
Bahamas	11320	1.1									
Barbados	6350	2.4								6.0	5.9
Belize	1720	2.5									
Dominica											5.6
Grenada	1900	...									
Guyana	340	-1.6								4.9	9.6[e]
British Virgin Islands											
Jamaica	1260	-1.3	1988	33.4	...	...	...	...	...	5.9[f]	7.2
Montserrat											
St. Kitts and Nevis											6.0
St. Vincent and the Grenadines										4.0	6.3
St. Lucia	1810	...									7.5
Surinam	3010	1.2								6.7	10.0
Trinidad and Tobago	3230	0.4		...	36.9	...	...	...	...	4.0	5.5
Latin America and the Caribbean	1950	1.9		43.5	22.0	24.8	13.4	8.2	5.2	3.3	3.7
Industrial countries	18330	2.4							...		
Med. high income countries	3150	2.6							...		
Med. low income countries	1360	2.0							...		
Low income countries	300	1.4				..	Sur	e: T	eWo	ld B	nk.	Wo
ld develop	ent	eport	991. W		shi						

Table 43

LATIN AMERICA AND THE CARIBBEAN: INDEX OF ECONOMIC RESOURCES SPENT ON PRIMARY EDUCATION

Subregion and country	Regular Public Spending on Primary Educatioon				
	In millions of 1985 US$		Average annual growth %	As % of total Regular Public Spending on Education	
	1965	1985	1980-85	1965	1985
South America	1821.8	5981.1			
Argentina	819.2	887.9 [a]	-0.2	49.8	37.7 [a]
Bolivia	26.3	91.1 [b]	5.1 [c]	56.4	58.9 [b]
Brazil	...	3298.2	0.5	...	...
Colombia	61.9	376.6	9.5	39.6	41.9
Chile	110.4	320.0	1.6	35.7	51.0
Ecuador	39.4	177.0	9.5	41.3	45.5
Paraguay	15.3 [d]	14.0	...	64.8 [d]	36.6
Peru	171.9	157.3	-7.5	41.8	35.6
Uruguay	54.1	44.9	-6.1	44.9	37.7
Venezuela	523.3	614.1 [a]	9.5	43.2	20.9 [a]
Central America and Panama	218.0	375.2			
Costa Rica	38.2	54.2	-5.3	60.4	35.1
El Salvador	38.9	95.3 [b]	5.7 [c]	66.6	61.9 [b]
Guatemala	56.0 [d]	...	-5.3 [c]	55.2 [d]	...
Honduras	29.5	70.1	4.3	71.1	49.1
Nicaragua	23.7	67.0	14.0	60.9	43.3
Panama	31.7	88.6	0.5	51.6	38.3
Gulf of Mexico					
Cuba	...	...	...	...	...
Haiti	11.8	12.0	-4.0	63.7	51.0
Mexico	426.2	1085.4	-8.7	40.3	27.2
Dominican Republic	24.9 [b]	30.5	3.4	41.1 [b]	46.6
English-speaking Caribbean					
Antigua and Barbuda	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...
Aruba	...	...	...	...	...
Bahamas	...	...	...	...	...
Barbados	...	...	...	...	...
Belize	...	...	...	...	...
Dominica	...	...	...	...	...
Grenada	...	...	...	...	...
Guyana	...	...	...	...	...
British Virgin Islands	...	...	...	...	...
Jamaica	17.0	27.7	-8.4	36.5	29.9
Montserrat	...	...	...	...	...
St. Kitts and Nevis	...	...	...	...	...
St. Vincent and the Grenadines	...	...	...	...	...
St. Lucia	...	...	...	...	...
Surinam	...	...	...	...	...
Trinidad and Tobago	61.3	177.0	7.7	54.2	47.5
Latin America and the Caribbean					
Industrial countries [e]			1.5	44.1	24.7
Med. high income countries			4.2	51.0	37.7
Med. low income countries			3.9	54.6	45.1
Low income countries			3.5	45.9	41.8

Source: Marlaine E. Lockeed and Adriaan M. Verspoor. La mejora de la educación primaria en los países en desarrollo: un examen de las opciones de política. Banco Mundial, 1990. Document prepared for limited distribution at the World Conference on Education for All. (Interim Draft document).

See notes in page 80.

Table 44

LATIN AMERICA AND THE CARIBBEAN: GENERAL ECONOMIC INDEXES

Subregion and country	Agriculture as % of GDP[a]		Public administration consumption as % of GDP		Total external debt servicing throughout term as % of GNP		Official assistance for development of all sources				Military expenditure as % of GNP	Ratio educ/ military spending[d]
							Millions US$ each country recd		Per capita US$	As % of GNP		
	1965	1989	1965	1989	1970	1988	1980	1989	1989	1989	1986	
South America												
Argentina	17	14	8	10	5.1	4.9	18	215	6.7	0.4	1.5	1.3
Bolivia	23	32	9	11	2.6	5.6	169	432	60.8	9.6	2.4	1.3
Brazil	19	9	11	9	1.6	4.5	85	189	1.3	0.0	0.9	3.0
Colombia	27	17	8	10	2.8	8.0	90	62	1.9	0.2	1.0	2.7
Chile	9	...	11	10	3.9	7.9	-10	61	4.7	0.2	3.6	1.0
Ecuador	27	15	9	9	2.2	5.7	46	162	15.7	1.6	1.6	1.8
Paraguay	37	29	7	6	1.8	5.0	30	91	21.7	2.2	1.0	1.5
Peru	18	8	10	10	7.0	1.3	203	300	14.2	1.0	6.5	0.5
Uruguay	15	11	15	13	2.9	7.5	10	38	12.3	0.5	1.6	1.9
Venezuela	6	6	10	9	0.9	8.2	15	21	1.1	0.0	1.6	2.2
Central America and Panama												
Costa Rica	24	17	13	16	5.7	7.7	65	224	81.9	4.3	0.0	
El Salvador	29	12	9	12	3.1	3.3	96	446	86.8	7.6	3.7	0.6
Guatemala	...	18	7	8	1.6	4.5	73	256	28.7	3.1	1.3	1.4
Honduras	40	21	10	16	1.4	7.2	103	256	51.5	5.2	5.9	0.8
Nicaragua	25	29	8	...	3.1	...	223	227	60.8	...	16.0	0.4
Panama	18	9*	11	22	3.1	0.2	46	17	7.2	0.4	2.0	2.8
Gulf of Mexico												
Cuba	...	...	...	...	...	...	32	18[b]	1.8[b]	...	7.4	0.9
Haiti	...	31*	8	10	1.0	0.9	147	198	31.1	8.4	1.5	1.3
Mexico	14	9	6	11	3.5	8.2	56	97	1.1	0.0	0.6	3.5
Dominican Republic	23	15	19	6	2.7	5.8	125	141	20.2	2.1	1.4	4.3
English-speaking Caribbean												
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...	...	...
Aruba	...	...	...	...	...	...	...	...	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...	...	...
Jamaica	10	5	8	14	17.4	15.2	136	258	108.3	6.6	1.5	4.8
Montserrat	...	...	...	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	...	...	...	...	...	...	...	...	...	...	...	...
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...	...	...
St. Lucia	...	...	...	...	...	...	...	...	...	...	...	...
Surinam	...	...	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	8	3	12	18	2.1	3.7	5	6	4.8	0.1	1.0	0.0
Latin America and the Caribbean	16	...	9	9			3600[c]	3697	8.8	0.4		
Industrial countries	5	...	22	17			...	-	-	-		
Med. high income countries	18	...	12	12			2000	655	2.0	0.1		
Med. low income countries	22	14	10	12			11589	10973	17.4	1.3		
Low income countries	44	33	9	12			9829	17366	17.4	5.6		

Source: The World Bank. World development report 1991. Washington, 1991; -1990; UNDP. Human development report 1990. United Nations Development Programme. New York, Oxford University Press, 1990.

See notes in page 80.

Table 45

LATIN AMERICA AND THE CARIBBEAN: LABOR FORCE INDEX AND LEVEL OF URBANIZATION

Subregion and country	Working age pop. (15-64) (%)		Labor force employed in agriculture (%)		Average annual growth of the labor force (%)	Percentage indigenous population	Rural pop. as % total pop.		Urban pop. as % total pop.	
	1965	1989	1965	1980	1980-85	Cir.1979	1965	1988	1965	1988
South America										
Argentina	63	61	18	13	1.1	1.5	24	14	76	86
Bolivia	53	53	54	46	2.7	59.2	60	50	40	50
Brazil	53	60	49	31	2.3	0.2	50	25	50	75
Chile	56	63	27	17	2.6	5.7	28	15	72	85
Colombia	49	60	45	34	2.8	2.2	46	31	54	69
Ecuador	50	56	55	39	3.1	33.9	63	45	37	55
Paraguay	49	55	55	49	3.1	2.3	64	54	36	46
Peru	51	58	50	40	2.9	36.8	48	31	52	69
Uruguay	63	63	20	16	0.6	...	19	15	81	85
Venezuela	49	58	30	16	3.5	...	30	17	70	83
Central America and Panama										
Costa Rica	49	60	47	31	3.1	0.6	62	55	38	45
El Salvador	50	52	59	43	2.9	2.3	61	56	39	44
Guatemala	50	52	64	57	2.8	59.7	66	67	34	33
Honduras	50	52	68	61	3.9	3.2	74	58	26	42
Nicaragua	48	51	57	47	3.8	1.8	57	41	43	59
Panama	51	60	46	32	3.0	6.8	56	46	44	54
Gulf of Mexico										
Cuba	59	66 [b]	33	24	2.3	...	42	29 [a]	58	71 [a]
Haiti	52	56	77	70	2.0	...	82	71	18	29
Mexico	49	58	50	37	3.2	12.4	45	29	55	71
Dominican Republic	47	58	59	46	3.5	...	65	41	35	59
English-speaking Caribbean										
Antigua and Barbuda	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	...	...	...	...	...	...	...	...
Aruba	...	...	...	...	...	...	...	...	...	...
Bahamas	...	...	...	...	...	...	...	...	...	...
Barbados	...	...	...	...	...	...	...	...	...	...
Belize	...	...	...	...	...	...	...	...	...	...
Dominica	...	...	...	...	...	...	...	...	...	...
Grenada	...	...	...	...	...	...	...	...	...	...
Guyana	...	...	...	...	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...	...
Jamaica	51	59	37	31	2.9		62	49	38	51
Montserrat	...	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	...	...	...	...	...	...	...	...	...	...
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...	...	...
St. Lucia	...	...	...	...	...	...	...	...	...	...
Surinam	...	...	...	...	...	...	...	...	...	...
Trinidad and Tobago	53	61	20	10	2.5		70	33	30	67
Latin America and the Caribbean		59					47	29	53	71
Industrial countries	63	67	14	7	1.0		29	22	71	78
Med. high income countries	56	61	45	29	2.3		55	38	45	62
Med. low income countries	52	58	65	55	2.6		60	44	40	56
Low income countries	52	54	79	71	2.5		86	75	14	25

Source: The World Bank. World development report 1990. Washington, 1990; -1991; -1988.

See notes in page 80.

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Table 46

LATIN AMERICA AND THE CARIBBEAN: MASS MEDIA INDEXES

Subregion and country	Newspapers (Copies printed per 1000 pop.)		Consumption of print paper		Radio receivers per 1000 population		Television receivers	
	1980	1988	1980	1988	1980	1988	1980	1988
South America								
Argentina	...	...	...	...	...	...	...	...
Bolivia	...	...	...	...	...	...	...	...
Brazil	...	...	...	...	...	...	...	...
Colombia	53	65	3598	3947	128	170	87	110
Chile	109	63	4127	5641	292	338	110	183
Ecuador	67	90	2856	2471	289	293	62	81
Paraguay	48	41	1843	1315	71	166	21	24
Peru	79	80	2613	3680	159	241	52	85
Uruguay	193	234	7256	6874	561	595	125	173
Venezuela	190	149	6830	7707	393	428	114	147
Central America and Panama								
Costa Rica	107	86	2283	1048	79	259	68	80
El Salvador	77	97	0	354	342	402	66	84
Guatemala	29	32	983	1311	45	63	25	37
Honduras	56	41	1474	642	...	383	18	68
Nicaragua	47	69	685	221	242	246	58	61
Panama	65	37	2455	4305	153	222	113	164
Gulf of Mexico								
Cuba	107	129	4799	5821	299	337	131	203
Haiti	7	9	111	191	19	40	3	4
Mexico	147	124	8397	7891	128	241	54	124
Dominican Republic	39	52	4546	3407	158	166	70	81
English-speaking Caribbean								
Antigua and Barbuda	80	71	...	...	227	286	213	244
Netherlands Antilles	206	293	4365	4255	694	1080	171	324
Aruba								
Bahamas	154	138	476	395	486	496	149	213
Barbados	154	161	11245	12016	542	864	201	255
Belize	20	-	2069	1724	490	592	-	148
Dominica	-	-	...	...	429	462	-	-
Grenada	37	-	...	...	327	511	-	-
Guyana	66	80	925	596	350	363	-	15
British Virgin Islands	-	-	...	...	483	538	183	208
Jamaica	49	74	3174	2862	368	401	77	110
Montserrat								
St. Kitts and Nevis	-	-	...	...	...	521	93	160
St. Vincent and the Grenadines	-	-	...	34259	...	662	...	80
St. Lucia	33	60	...	...	675	721	15	20
Surinam	124	102	5634	2545	532	649	113	130
Trinidad and Tobago	150	139	3923	4498	274	458	192	297

Source: UNESCO. World Educational Report. 1991.

Table 47

LATIN AMERICA AND THE CARIBBEAN: QUALITY OF LIFE INDEXES

Subregion and country	Per capita daily supply of calories		Under-weight children born (%)	Per capita number of				Percentage of pop. living in largest city	
				Doctors		Nurses			
	1965	1988	1965	1965	1984	1965	1984	1960	1980
South America									
Argentina	3207	3118	6	600	370 [d]	610	980 [d]	46	45
Bolivia	1854	2086	15	3300	1540 [d]	3990	2480	47	44
Brazil	2415	2709	8	2500	1080 [d]	3100 [d]	1210 [d]	14	15
Chile	2588	2584	7	2120	1230 [d]	600	370 [d]	38	44
Colombia	2175	2561	15	2500	1240 [d]	890	660 [d]	17	26
Ecuador	2123	2338	10	3000	820 [d]	2320	610 [d]	31	29
Paraguay	2586	2816	6	1850	1460 [d]	1460	1000 [d]	44	44
Peru	2325	2269	9	1650	1040 [d]	900	...	38	39
Uruguay	2812	2770	8	880	510	590	...	56	52
Venezuela	2319	2547	9	1210	700 [d]	560	...	26	26
Central America and Panama									
Costa Rica	2367	2782	9	2010	960 [d]	630	450 [d]	67	64
El Salvador	1859	2415	15	...	2830 [d]	1300	930 [d]	26	22
Guatemala	2046	2352	10	3690	2180 [d]	8250	850 [d]	41	36
Honduras	1972	2164	20	5370	1510 [d]	1530	670 [d]	31	33
Nicaragua	2398	2361	15	2560	1500 [d]	1390	530 [d]	41	47
Panama	2254	2468	8	2130	1000	1600 [d]	390 [d]	61	66
Gulf of Mexico									
Cuba	2371	3088 [a]	8 [a]	1150	720 [c]	820	370 [c]	32	38
Haiti	2045	1911	17	14350	7130 [d]	13210	2280 [d]	42	56
Mexico	2570	3135	15	2080	1242	980	880 [d]	28	32
Dominican Republic	1834	2357	16	1700	1760 [d]	1640	1210 [d]	50	54
English-speaking Caribbean									
Antigua and Barbuda	...	2105 [b]	...	...	...	...	...	...	...
Netherlands Antilles	2293	...	...	...	...	...	...	...	...
Aruba	...	...	...	...	...	...	...	...	...
Bahamas	2640	2703 [b]	...	...	...	...	...	...	...
Barbados	2889	3129 [b]	...	...	...	...	...	...	...
Belize	2463	2546 [b]	...	...	...	...	...	...	...
Dominica	2174	2615 [b]	3000	...	...	...	...	...	...
Grenada	2347	2371 [b]	2159	...	...	...	...	...	...
Guyana	2292	2492 [b]	7480	...	...	...	...	...	...
British Virgin Islands	...	...	...	...	...	...	...	...	...
Jamaica	2232	2572	8	1990	2050 [d]	340	490 [d]	77	66
Montserrat	...	...	...	...	...	...	...	...	...
St. Kitts and Nevis	...	...	...	...	...	...	...	...	...
St. Vincent and the Grenadines	...	...	...	...	...	...	...	...	...
St. Lucia	2132	2421 [b]	3600	...	...	...	...	...	...
Surinam	2340	2666 [b]	...	...	...	...	...	...	...
Trinidad and Tobago	2497	2960	...	3810	950 [d]	560	260 [d]	...	...
Latin America and the Caribbean	2451	2724		2380	1230	2100	1020		
Industrial countries	3082	3398		940	470	470	140	18	18
Med. high income countries	2593	2990		2190	1160	2070	930	27	26
Med. low income countries	2407	2738		5010	2910	2150	1020	29	31
Low income countries	1960	2182		28130	14890	10300	3670	26	30

Source: The World Bank. World development report 1990. Washington, 1990; - 1988. ECLAC, Statistical Yearbook for Latin America and the Caribbean, 1989. Edition, Santiago, 1990.

See notes in page 80.

Table 48

LATIN AMERICA AND THE CARIBBEAN: RECONSTITUTION OF ENROLLMENT FLOWS (SMMG MODEL)

Grade	Enrollment 1987	Promoted Yes	Promoted No	Repeaters	Dropouts	New Pupils	Enrollment 1988
(5)							(6)
1	0	0	0	0	0	5614767	5614767
2	0	0	0	0	0	450309	450309
3	0	0	0	0	0	8506	8506
4	0	0	0	0	0	420	420
5	0	0	0	0	0	8	8
(5)							(7)
1	5548552	0	1948982	1910002	38980	2634316	4544318
2	455728	3599571	0	0	0	0	3599571
3	8171	455728	0	0	0	21007	476735
4	455	8171	0	0	0	1247	9418
5	8	455	0	0	0	183	638
6	0	8	0	0	0	1	9
(7)							(8)
1	4489301	0	1839654	1802861	36793	670186	2473046
2	3567330	2649648	504232	494147	10085	0	3143795
3	476496	3063098	21	21	0	0	3063119
4	9786	476474	0	0	0	0	476474
5	639	9786	138	136	3	841	10763
6	8	501	0	0	0	0	501
7	0	8	0	0	0	34	42
(8)							(9)
1	2443503	0	1253619	1228546	25072	242176	1470723
2	3111310	1189885	739854	725057	14797	0	1914941
3	3012032	2371457	347438	340490	6949	0	2711946
4	481139	2664594	13966	13687	279	0	2678281
5	10649	467173	0	0	0	0	467173
6	538	10649	0	0	0	1836	12485
7	42	538	10	10	0	145	693
8	0	32	0	0	0	0	32
(9)							(10)
1	1442239	0	900380	882372	18008	86705	969077
2	1901812	541859	728174	713610	14563	0	1255470
3	2688825	1173638	573262	561797	11465	0	1735435
4	2619408	2115563	287047	281306	5741	0	2396869
5	464244	2332360	45277	44371	906	0	2376732
6	12562	418967	0	0	0	0	418967
7	694	12562	433	425	9	10054	23041
8	32	260	26	26	1	0	286
9	0	6	0	0	0	0	6
(10)							(11)
1	945440	0	766875	610484	156391	0	610484
2	1248371	178565	680098	666496	13602	0	845061
3	1724990	568273	613627	601354	12273	0	1169628
4	2354635	1111364	445817	436901	8916	0	1548265
5	2362055	1908818	208635	204462	4173	0	2113280
6	439932	2153420	0	0	0	0	2153420
7	18190	439932	0	0	0	44701	484633
8	298	18190	0	0	0	5597	23787
9	6	298	6	6	0	5182	5486
(11)							(12)
1	596296	0	549811	453070	96741	0	453070
2	834395	46485	560759	549544	11215	0	596029
3	1159646	273636	585581	573870	11712	0	847505
4	1533580	574065	539099	528317	10782	0	1102382
5	2082076	994481	503255	493190	10065	0	1487671
6	2092356	1578822	235550	230839	4711	0	1809661
7	407460	1856807	3785	3710	76	0	1860516
8	9021	403675	0	0	0	0	403675
9	342	9021	342	335	7	7657	17012

Grade	Enrollment 198?	Promoted Yes	Promoted No	Repeaters	Dropouts	New Pupils	Enrollment 1988
(12)							(13)
1	442613	0	442613	251275	191338	0	251275
2	584753	0	584753	397389	187363	0	397389
3	835824	0	835824	551387	284438	0	551387
4	1091946	0	781658	735130	46527	0	735130
5	1478768	310288	752384	737336	15048	0	1047624
6	1787893	726384	494697	484803	9894	0	1211187
7	1784583	1293196	193620	189748	3872	0	1482944
8	340927	1590963	0	0	0	0	1590963
9	8339	340927	0	0	0	17613	358539
10	0	8339	0	0	0	2994	11333
(13)							(14)
1	246390	0	246390	150718	95672	0	150718
2	387099	0	387099	213239	173860	0	213239
3	537029	0	537029	341656	195374	0	341656
4	726491	0	726491	433975	292516	0	433975
5	1038605	0	779098	685893	93205	0	685893
6	1216318	259507	582631	570978	11653	0	830485
7	1549636	633687	347202	340258	6944	0	973945
8	1496020	1202434	75311	73805	1506	0	1276238
9	295409	1420709	21739	21305	435	0	1442014
10	11028	273670	2133	2090	43	0	275760
11	0	8895	0	0	0	0	8895
(14)							(15)
1	144665	0	144665	111356	33309	0	111356
2	207443	0	207443	104404	103039	0	104404
3	326782	0	326782	147044	179738	0	147044
4	430700	0	430700	206015	224685	0	206015
5	687113	0	687113	408366	278747	0	408366
6	855215	0	855215	524701	330514	0	524701
7	1065486	0	749643	616057	133586	0	616057
8	1391686	315843	511493	501263	10230	0	817106
9	1361025	880193	318806	312430	6376	0	1192623
10	268350	1042219	54352	53265	1087	0	1095484
11	8654	213998	2508	2458	50	0	216456
12	0	6146		0		0	6146
(15)							(16)
1	109830	0	109830	58011	51819	0	58011
2	101963	0	101963	71393	30570	0	71393
3	142302	0	142302	83533	58769	0	83533
4	206101	0	206101	110014	96087	0	110014
5	406224	0	406224	257865	148359	0	257865
6	533735	0	533735	294301	239434	0	294301
7	619922	0	619922	358645	261278	0	358645
8	869518	0	630307	470592	159714	0	470592
9	1237988	239211	555112	544010	11102	0	783221
10	1066048	682876	266844	261507	5337	0	944383
11	210584	799204	61931	60692	1239	0	859896
12	5970	148654		896		0	149549
(16)							(17)
1	57971	0	57971	1318	56653	0	1318
2	70730	0	70730	37915	32815	0	37915
3	80141	0	80141	56992	23149	0	56992
4	111382	0	111382	63536	47846	0	63536
5	256453	0	256453	157417	99036	0	157417
6	296774	0	296774	194553	102221	0	194553
7	346063	0	346063	221614	124449	0	221614
8	464211	0	464211	268625	195585	0	268625
9	799817	0	615843	453802	162041	0	453802
10	919007	183974	436721	427986	8734	0	611960
11	836568	482286	264289	259003	5286	0	741289
12	145470	572280		21821		0	594100

BEST COPY AVAILABLE

Grade	Enrollment 1987	Promoted Yes	Promoted No	Repeaters	Dropouts	New Pupils	Enrollment 1988
(17)							(18)
1	1337	0	1337	909	428	0	909
2	36965	0	36965	1530	35435	0	1530
3	54448	0	54448	30088	24360	0	30088
4	63864	0	63864	42951	20913	0	42951
5	156080	0	156080	96896	59184	0	96896
6	193529	0	193529	122879	70650	0	122879
7	216233	0	216233	154457	61776	0	154457
8	264599	0	264599	171918	92682	0	171918
9	477473	0	477473	270124	207349	0	270124
10	595517	0	404955	339978	64977	0	339978
11	721179	190562	295707	289793	5914	0	480355
12	577896	425472		86684		0	512156
(18)							(19)
1	954	0	954	800	154	0	800
2	1693	0	1693	872	821	0	872
3	28795	0	28795	1385	27410	0	1385
4	42583	0	42583	24540	18043	0	24540
5	96955	0	96955	71728	25227	0	71728
6	121564	0	121564	83461	38103	0	83461
7	144575	0	144575	89870	54705	0	89870
8	161613	0	161613	105463	56150	0	105463
9	268385	0	268385	160688	107697	0	160688
10	330843	0	269950	192654	77296	0	192654
11	467324	60893	210175	205971	4203	0	266864
12	498186	257149		74728		0	331877
(19)							(20)
1	860	0	860	699	161	0	699
2	990	0	990	813	178	0	813
3	1586	0	1586	1094	492	0	1094
4	24446	0	24446	1464	22982	0	1464
5	71200	0	71200	38994	32206	0	38994
6	74778	0	74778	49759	25020	0	49759
7	90864	0	90864	56835	34030	0	56835
8	102916	0	102916	68779	34137	0	68779
9	158518	0	158518	109242	49276	0	109242
10	187477	0	157452	117103	40349	0	117103
11	259624	30025	123672	121198	2473	0	151223
12	322825	135952		48424		0	184376
(20)							(21)
1	747	0	747	0	747	0	0
2	921	0	921	0	921	0	0
3	1268	0	1268	924	343	0	924
4	1781	0	1781	1075	706	0	1075
5	38620	0	38620	1064	37556	0	1064
6	58360	0	58360	26313	32047	0	26313
7	57563	0	57563	41374	16189	0	41374
8	68362	0	68362	38960	29403	0	38960
9	108733	0	108733	65756	42977	0	65756
10	113957	0	90189	75551	14638	0	75551
11	147121	23768	69543	68152	1391	0	91920
12	179347	77578		26902		0	104480
(21)							(22)
3	1092	0	1092	0	1092	0	0
4	1349	0	1349	777	573	0	777
5	1255	0	1255	664	591	0	664
6	26017	0	26017	1128	24889	0	1128
7	41621	0	41621	18956	22665	0	18956
8	38697	0	38697	29640	9056	0	29640
9	64908	0	64908	39325	25583	0	39325
10	73521	0	54558	49108	5450	0	49108
11	89426	18963	41164	40340	823	0	59303
12	101630	48263		15245		0	63507

Grade	Enrollment 1987	Promoted Yes	Promoted No	Repeaters	Dropouts	New Pupils	Enrollment 1988
(22)							(23)
4	1000	0	1000	0	1000	0	0
5	793	0	793	33	760	0	33
6	1261	0	1261	705	556	0	705
7	19136	0	19136	1627	17509	0	1627
8	29354	0	29354	13611	15743	0	13611
9	38949	0	38949	29091	9857	0	29091
10	47788	0	34709	30220	4489	0	30220
11	57694	13079	25988	25468	520	0	38547
12	61775	31706		9266		0	40972
(23)							(24)
5	31	0	31	0	31	0	0
6	816	0	816	8	809	0	8
7	1638	0	1638	827	812	0	827
8	13607	0	13607	993	12614	0	993
9	28847	0	27935	14017	13918	0	14017
10	29408	912	22197	21753	444	0	22665
11	37501	7211	16847	16510	337	0	23721
12	39855	20654		5978		0	26632
(24)							(25)
6	8	0	8	0	8	0	0
7	838	0	838	644	194	0	644
8	993	0	993	796	197	0	796
9	14001	0	14001	1476	12524	0	1476
10	22056	0	14628	11333	3295	0	11333
11	23078	7428	10575	10363	211	0	17791
12	25906	12503		3886		0	16389
(25)							(26)
7	578	0	578	0	578	0	0
8	800	0	800	0	800	0	0
9	2048	0	2048	0	2048	0	0
10	11028	0	3369	0	3369	0	0
11	17308	7659	1261	1236	25	0	8895
12	15942	16047		2391		0	18438
(26)+							(27)+
11	8654	0	11344	0	11344	0	0
12	17935	0		0		0	0

Table 49

LATIN AMERICA AND THE CARIBBEAN: ENROLLMENT, REPEATERS AND DROPOUTS BY GRADE (SMMG MODEL)

Age	Enrollment	Repeaters	Rate	Dropouts	Rate	New
Grade One 1987						
6	5548552	1910002	34.4	38980	0.7	5614767
7	4489301	1802861	40.2	36793	0.8	2634316
8	2443503	1228546	50.3	25072	1.0	670186
9	1442239	882372	61.2	18008	1.2	242176
10	945440	610484	64.6	156391	16.5	86705
11	596296	453070	76.0	96741	16.2	0
12	442613	251275	56.8	191338	43.2	0
13	246390	150718	61.2	95672	38.8	0
14	144665	111356	77.0	33309	23.0	0
15	109830	58011	52.8	51819	47.2	0
16	57971	1318	2.3	56653	97.7	0
17	1337	909	68.0	428	32.0	0
18	954	800	83.9	154	16.1	0
19	860	699	81.3	161	18.7	0
20	747	0	0.0	747	100.0	0
Total	16470700	7462422	45.3	802266	4.9	9248149
7-year-old population:						10382119
% new enrollment among 7-year-old population:						89.08
Grade Two						
6	455728	0	0.0	0	0.0	0
7	3567330	494147	13.9	10085	0.3	0
8	3111310	725057	23.3	14797	0.5	0
9	1901812	713610	37.5	14563	0.8	0
10	1248371	666496	53.4	13602	1.1	0
11	834395	549544	65.9	11215	1.3	0
12	584753	397389	68.0	187363	32.0	0
13	387099	213239	55.1	173860	44.9	0
14	207443	104404	50.3	103039	49.7	0
15	101963	71393	70.0	30570	30.0	0
16	70730	37915	53.6	32815	46.4	0
17	36965	1530	4.1	35435	95.9	0
18	1693	872	51.5	821	48.5	0
19	990	813	82.1	178	17.9	0
20	921	0	0.0	921	100.0	0
Total	12511503	3976410	31.8	629264	5.0	0
Grade Three						
6	8171	0	0.0	0	0.0	21007
7	476496	21	0.0	0	0.0	0
8	3012032	340490	11.3	6949	0.2	0
9	2688825	561797	20.9	11465	0.4	0
10	1724990	601354	34.9	12273	0.7	0
11	1159646	573870	49.5	11712	1.0	0
12	835824	551387	66.0	284438	34.0	0
13	537029	341656	63.6	195374	36.4	0
14	326782	147044	45.0	179738	55.0	0
15	142302	83533	58.7	58769	41.3	0
16	80141	56992	71.1	23149	28.9	0
17	54448	30088	55.3	24360	44.7	0
18	28795	1385	4.8	27410	95.2	0
19	1586	1094	69.0	492	31.0	0
20	1268	924	72.9	343	27.1	0
21	1092	0	0.0	1092	100.0	0
Total	11079428	3291632	29.7	837564	7.6	21007

Age	Enrollment	Repeaters	Rate	Dropouts	Rate	New
Grade Four						
6	455	0	0.0	0	0.0	1247
7	9786	0	0.0	0	0.0	0
8	481139	13687	2.8	279	0.1	0
9	2619408	281306	10.7	5741	0.2	0
10	2354635	436901	18.6	8916	0.4	0
11	1533580	528317	34.4	10782	0.7	0
12	1091946	735130	67.3	46527	4.3	0
13	726491	433975	59.7	292516	40.3	0
14	430700	206015	47.8	224685	52.2	0
15	206101	110014	53.4	96087	46.6	0
16	111382	63536	57.0	47846	43.0	0
17	63864	42951	67.3	20913	32.7	0
18	42583	24540	57.6	18043	42.4	0
19	24446	1464	6.0	22982	94.0	0
20	1781	1075	60.3	706	39.7	0
21	1349	777	57.6	573	42.4	0
22	1000	0	0.0	1000	100.0	0
Total	9700646	2879688	29.7	797596	8.2	1247
Grade Five						
6	8	0	0.0	0	0.0	183
7	639	136	21.2	3	0.4	841
8	10649	0	0.0	0	0.0	0
9	464244	44371	9.6	906	0.2	0
10	2362055	204462	8.7	4173	0.2	0
11	2082076	493190	23.7	10065	0.5	0
12	1478768	737336	49.9	15048	1.0	0
13	1038605	685893	66.0	93205	9.0	0
14	687113	408366	59.4	278747	40.6	0
15	406224	257865	63.5	148359	36.5	0
16	256453	157417	61.4	99036	38.6	0
17	156080	96896	62.1	59184	37.9	0
18	96955	71728	74.0	25227	26.0	0
19	71200	38994	54.8	32206	45.2	0
20	38620	1064	2.8	37556	97.2	0
21	1255	664	52.9	591	47.1	0
22	793	33	4.1	760	95.9	0
23	31	0	0.0	31	100.0	0
Total	9151768	3198414	34.9	805096	8.8	1024
Grade Six						
7	8	0	0.0	0	0.0	0
8	538	0	0.0	0	0.0	1836
9	12562	0	0.0	0	0.0	0
10	439932	0	0.0	0	0.0	0
11	2092356	230839	11.0	4711	0.2	0
12	1787893	484803	27.1	9894	0.6	0
13	1216318	570978	46.9	11653	1.0	0
14	855215	524701	61.4	330514	38.6	0
15	533735	294301	55.1	239434	44.9	0
16	296774	194553	65.6	102221	34.4	0
17	193529	122879	63.5	70650	36.5	0
18	121564	83461	68.7	38103	31.3	0
19	74778	49759	66.5	25020	33.5	0
20	58360	26313	45.1	32047	54.9	0
21	26017	1128	4.3	24889	95.7	0
22	1261	705	55.9	556	44.1	0
23	816	8	1.0	809	99.0	0
24	8	0	0.0	8	100.0	0
Total	7711665	2584427	33.5	890508	11.5	1837

A significant part of dropouts from sixth grade are graduates
An assumption must be made in order to calculate promotion rates

Age	Enrollment	Repeaters	Rate	Dropouts	Rate	New
Grade Seven						
7	0	0	0.0	0	0.0	34
8	42	10	24.3	0	0.5	145
9	694	425	61.2	9	1.2	10054
10	18190	0	0.0	0	0.0	44701
11	407460	3710	0.9	76	0.0	0
12	1784583	189748	10.6	3872	0.2	0
13	1549636	340258	22.0	6944	0.4	0
14	1065486	616057	57.8	133586	12.5	0
15	619922	358645	57.9	261278	42.1	0
16	346063	221614	64.0	124449	36.0	0
17	216233	154457	71.4	61776	28.6	0
18	144575	89870	62.2	54705	37.8	0
19	90864	56835	62.5	34030	37.5	0
20	57563	41374	71.9	16189	28.1	0
21	41621	18956	45.5	22665	54.5	0
22	19136	1627	8.5	17509	91.5	0
23	1638	827	50.5	812	49.5	0
24	838	644	76.9	194	23.1	0
25	578	0	0.0	578	100.0	0
Total	6365123	2095055	32.9	738670	11.6	54934
Grade Eight						
9	32	26	80.5	1	1.6	0
10	298	0	0.0	0	0.0	5597
11	9021	0	0.0	0	0.0	0
12	340927	0	0.0	0	0.0	0
13	1496020	73805	4.9	1506	0.1	0
14	1391686	501263	36.0	10230	0.7	0
15	869518	470592	54.1	159714	18.4	0
16	464211	268625	57.9	195585	42.1	0
17	264599	171918	65.0	92682	35.0	0
18	161613	105463	65.3	56150	34.7	0
19	102916	68779	66.8	34137	33.2	0
20	68362	38960	57.0	29403	43.0	0
21	38697	29640	76.6	9056	23.4	0
22	29354	13611	46.4	15743	53.6	0
23	13607	993	7.3	12614	92.7	0
24	993	796	80.2	197	19.8	0
25	800	0	0.0	800	100.0	0
Total	5252652	1744471	33.2	617818	11.8	5597
Grade Nine						
10	6	6	98.0	0	2.0	5182
11	342	335	98.0	7	2.0	7657
12	8339	0	0.0	0	0.0	17613
13	295409	21305	7.2	435	0.1	0
14	1361025	312430	23.0	6376	0.5	0
15	1237988	544010	43.9	11102	0.9	0
16	799817	453802	56.7	162041	20.3	0
17	477473	270124	56.6	207349	43.4	0
18	268385	160688	59.9	107697	40.1	0
19	158518	109242	68.9	49276	31.1	0
20	108733	65756	60.5	42977	39.5	0
21	64908	39325	60.6	25583	39.4	0
22	38949	29091	74.7	9857	25.3	0
23	28847	14017	48.6	13918	48.2	0
24	14001	1476	10.5	12524	89.5	0
25	2048	0	0.0	2048	100.0	0
Total	4864787	2021606	41.6	651191	13.4	30452
Grade 10						
12	0	0	0.0	0	0.0	2994
13	11028	2090	19.0	43	0.4	0
14	268350	53265	19.8	1087	0.4	0
15	1066048	261507	24.5	5337	0.5	0
16	919007	427986	46.6	8734	1.0	0

Age	Enrollment	Repeaters	Rate	Dropouts	Rate	New
17	595517	339978	57.1	64977	10.9	0
18	330843	192654	58.2	77296	23.4	0
19	187477	117103	62.5	40349	21.5	0
20	113957	75551	66.3	14638	12.8	0
21	73521	49108	66.8	5450	7.4	0
22	47788	30220	63.2	4489	9.4	0
23	29408	21753	74.0	444	1.5	0
24	22056	11333	51.4	3295	14.9	0
25	11028	0	0.0	3369	30.6	0
Total	3676028	1582549	43.1	229510	6.2	2994
Grade 11						
14	8654	2458	28.4	50	0.6	0
15	210584	60692	28.8	1239	0.6	0
16	836568	259003	31.0	5286	0.6	0
17	721179	289793	40.2	5914	0.8	0
18	467324	205971	44.1	4203	0.9	0
19	259624	121198	46.7	2473	1.0	0
20	147121	68152	46.3	1391	0.9	0
21	89426	40340	45.1	823	0.9	0
22	57694	25468	44.1	520	0.9	0
23	37501	16510	44.0	337	0.9	0
24	23078	10363	44.9	211	0.9	0
25	17308	1236	7.1	25	0.1	0
Total	2884715	1101186	38.2	33817	1.2	0
Grade 12						
15	5970	896	15.0	0	0.0	0
16	145470	21821	15.0	0	0.0	0
17	577896	86684	15.0	0	0.0	0
18	498186	74728	15.0	0	0.0	0
19	322825	48424	15.0	0	0.0	0
20	179347	26902	15.0	0	0.0	0
21	101630	15245	15.0	0	0.0	0
22	61775	9266	15.0	0	0.0	0
23	39855	5978	15.0	0	0.0	0
24	25906	3886	15.0	0	0.0	0
25	15942	2391	15.0	0	0.0	0
Total	1992737	298911	15.0	0	0.0	0

Table 49B

LATIN AMERICA AND THE CARIBBEAN: SUMMARY OF REPETITION, DROPOUT AND PROMOTION RATES

Grade	1987		
	Repetition	Dropout	Promotion
1	45.3	4.9	49.8
2	31.8	5.0	63.2
3	29.7	7.6	62.7
4	29.7	8.2	62.1
5	34.9	8.8	56.3
6	33.5	11.5	54.9
7	32.9	11.6	55.5
8	33.2	11.8	55.0
9	41.6	13.4	45.1
10	43.1	6.2	50.7
11	38.2	1.2	60.7
12	15.0	0.0	85.0

Notes

Notes table 1

[a] 1988 [b] 1986 [c] 1990 [d] 1987 [e] 1985 [f] 1984

Notes table 2

[a] Includes Brazil (1985) and Ecuador (1983) [b] 1983 [c] 1986
[d] Estimated or provisional figures [e] 1984 [f] 1980
[g] Does not include Netherlands Antilles, Aruba, Belize, Dominica, St. Lucia, Surinam, Trinidad and Tobago. Data from the last year available were considered for Antigua, Grenada, Jamaica, Montserrat and St. Kitts and Nevis.
[*] Figures with "*" correspond to different years that are indicated at the top of the column.

Notes table 5

[a] 1987 [b] 1984 [c] 1988 [d] 0-to-6 age group [e] 1981
[f] 1986 [g] 1990 [h] 1982
[i] Includes non-formal Early Education.
[j] Does not include population served by PRONEBI programs..
[k] Datum of the closest year is included for countries without information, in order to make subregion figures comparable.
[l] Population data do not include Antigua and Barbuda, Netherlands Antilles, Bahamas. Enrollment figures do not include Bahamas. Schooling figures only include countries with information.
[m] Non-formal mode [n] 0-4 age group [o] 1983
[p] Public sector [q] 3-5 age group

Notes table 6

[a] For countries without information, subregion totals –except by Area– include data from a close year in order to make figures comparable; all percentages corresponding to totals are weighted averages.
[b] Subregional total pertaining to urban and rural areas only include those countries with information. Therefore, their totals are not necessarily equivalent to the subregional total.
[c] 1987 [d] 1988 [e] 1981
[f] 1986 [g] 1990
[h] Information on urban-rural areas was estimated using 1987 percentage distribution.
[i] 1982
[j] 1980 and 1985 data include non-formal education.
[k] Enrollment distribution by geographic area corresponds to pre-school only, it does not include "Children circles".
[l] Refers to students in public sector –Ministry of Education– only.
[m] 1989 enrollment figures include 2 551 children, estimated to belong to 30 public centres that did not submit any information. These centres were not included in the information by area; in rural areas 11 735 children enrolled in the program "Comprehensive care for the 0-6 year old" child, with rural community participation.
[n] Private enrollment by area was estimated using 1987 percentages.
[o] Breakdown by area corresponds to 1987.

Notes table 7

[a] For countries without information, the subregion total –except by Area– includes data of a close year in order to make figures comparable; all percentages corresponding to totals are weighted averages.
[b] Does not include Paraguay.
[c] 1981 [d] 1984 [e] 1986 [f] 1987
[g] 1988 [h] 1990
[i] Information on urban-rural a[illegible] was estimated using 1987percentage distribution.
[j] Only public sector.
[k] Distribution by areas, year 1986.
[l] Data includes figure for Haiti from previous years and does not include the Dominican Republic
[m] Classroom teachers.

Notes table 8

[a] Totals include those countries using data from previous years; data for urban and rural areas corresponds only to countries with information.
[b] Public sector.

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Notes table 9

[a] For countries without information, the subregion totals –except by Area– include data of a close year in order to make figures comparable; all percentages corresponding to totals are weighted averages.
[b] 1987 [c] 1984
[d] 1988. Corresponds to pre-school education schools that also offer primary school. Rural schools include sectional schools.
[e] 1986 [f] 1990
[g] The information for urban-rural areas was estimated using 1987 % distribution.
[h] 1988 [i] 1982
[j] In Paraguay there are 4 411 institutions 78 of which only offer pre-school education.
[k] Only offer pre-school education.
[l] For Peru, Costa Rica, Mexico; Figure estimated by geographic area using percentages from previous years.
[m] Corresponds to 145 pre-school institutions in addition to 1 229 classes in regular schools.
[n] Children circles.
[o] 1981 [p] 1979

Notes table 10

[a] Corresponds to countries with information.
[b] Totals pupils and schools involved in the estimate include data from close years for countries without information.

Notes table 11

[a] Does not include Antigua and Barbuda and the Netherlands Antilles.
[b] The 6-to-11-year old group includes the population of Montserrat, estimated on the basis of enrollment and assuming it is 100%; this country is not included in older ages.

Notes table 12

The year is indicated in table 11
[a] Entry age is 6 years, except in Brazil, Paraguay and Dominican Republic, where entry age is 7.
[b] Entry age is 7 years, except in Costa Rica and Panama, where entry age is 6.
[c] Does not include 50 515 pupils from 157 elementary schools. Figures by age estimated on the basis of the 1984 structure.
[d] Does not include Antigua and Barbuda and Netherlands Antilles; the official age is 5 years for all countries except Guyana, Jamaica and Surinam.

Notes table 13

[a] Age at which over 15% of the maximum access drops out.

Notes table 14

[a] Figure on student reference age includes those enrolled in secondary school basic cycle.
[b] Fifth grade graduates.
[c] Primary education for the countries market with * has more than 6 grades.

Notes table 15

[a] Sub-regional averages were weighted with the reference age population for 1989 (or close, depending on the country); does not include countries without information.
[b] 1984 [c] 1986
[d] 1980 [e] 1983
[f] The figures for the 1980 and 1985 regional total were taken from the 1989 UNESCO Statistical Yearbook.
[g] For this year enrollment corresponds to grades 1 to 8, therefore, the rates are not exactly comparable to those of previous years for which grades 1 to 6 were considered, where reference ages differ.
[i] 1982
[h] UNESCO gives a gross rate of 109 for 1990; the main difference is apparently recorded by Brazil, which, according to UNESCO, reports a gross rate of 104% in 1988 and, according to national data, the estimate is 101% for 1989; in terms of net rate, UNESCO gives 87.6% for 1990.

Notes table 16

Note: Overage students are older than what was considered normal or official last year for attending a grade; underage students are younger than what was considered normal or official for first year for attending the grade. The following normal ages were considered:
- For Aruba, Bahamas, Bolivia, Colombia, Costa Rica, Cuba, Chile, Ecuador, Guyana, Jamaica, Mexico, Panama, Surinam, Uruguay and Venezuela: ages 6 and 7 for attending grade one, seven and eight for grade two and 8 and 9 for grade three.
- For Brazil, Paraguay, El Salvador Guatemala, Honduras, Nicaragua and the Dominican Republic normal ages were considered to be: 7 and 8 for attending grade one, 8 and 9 for grade two, 9 and 10 for grade three.
- For Barbados, Belize, Dominica, Grenada, St. Kitts and Nevis, St. Vincent and the Grenadines, St. Lucia and Trinidad and Tobago: 5 and 6 for entering grade one, 6 and 7 for grade two, 7 and 8 for grade three.

[a] Argentina, 1988; Bolivia, 1989; Brazil, 1989; Colombia, 1990; Chile, 1990; Ecuador, 1988; Paraguay, 1990; Peru, 1980; Uruguay, 1989; Venezuela, 1989; Costa Rica, 1990; Guatemala, 1987; Honduras, 1989; Nicaragua, 1989; Panama, 1989; Cuba, 1989; Haiti, 1987; Mexico, 1990; Dominican Republic, 1988; Aruba, 1987; Bahamas, 1988; Barbados, 1989; Belize, 1989; Dominica, 1988; Grenada, 1989; Guyana, 1988; British Virgin Islands, 1988; Jamaica, 1989; St. Kitts, 1988; St. Vincent, 1989; St. Lucia, 1988; Surinam, 1986; Trinidad and Tobago, 1988;

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[b] Does not include information on 157 public schools, which in total amount to 50 515 children for which there is no age breakdown. Figures by age were estimated based on the 1984 structure.

Notes tables 17 and 18

[a] Consider notes for table 16 [b] Only includes countries with information.

Notes table 19

[a] 1988 [b] 1990
[c] Does not include grade one students from 157 public schools for which data are not available.
[d] 1987 [e] 1986
[f] 1988. According to the UNESCO 1989 Statistical Yearbook, the official age for grade one is age 5; in this table the age considered was 6.
[g] 62% of grade one students are between the ages that result from adding and subtracting a standard deviation from the average age. 90% of students are in the range resulting from adding and subtracting two standard deviations.

Notes table 20

[a] Figures estimated by CELADE (see Source).
[b] 1988 [c] 1986 [d] 1982
[e] Figure estimated based on percentage of pupils per grade reported by the UNESCO 1986 Statistical Yearbook.
[f] 1987
[g] Countries on which no information is available, figures appearing in 1989 column were used, except for Antigua and Barbuda and the Netherlands Antilles.
[h] 1981
[i] Figures estimated on the basis on the document, 1980-1981 Population Census of the Caribbean Commonwealth, for each country.
[j] For 1980, the figure corresponding to the population of Jamaica was estimated assuming an enrollment/population ratio equal to that of 1987.
[k] 1990

Notes table 21

[a] Includes figures of the closest year in countries where no information is available.
[b] Weighted averages. Includes countries with information of a close year.
[c] 1987 [d] 1988 [e] 1986 [f] 1990 [g] 1984
[h] Does not include Netherlands Antilles, Belize and Montserrat. Data from previous years used, for the remainder of the countries without information for 1989.
[i] Includes enrollment of children from Infants A up to Class 4.
[j] For 1986, the SIRI Survey reports 27 004 children from grades 1 to 7.
[k] Only official sector.

Notes table 22

[a] Only includes countries with information, which is why the total does not correspond to the sum of urban and rural areas.
[b] 1988 [c] 1986 [d] 1990 [e] 1987
[f] Includes estimate of distribution by area of 50 515 public school students that do not show any data.
[g] Does not include Haiti.

Notes table 23

[a] Totals contain figures from nearest year for countries without information, except for data by area. The percentages are weighted averages.
[b] Only includes countries with information, which is why the total does not correspond to the sum of the urban and rural areas.
[c] Only countries with information.
[d] The figure for 1988 only corresponds to the public sector.
[e] 1988 [f] 1986 [g] 1990
[h] The data for urban and rural areas is calculated using 1987 percentages in the case of Chile and 1986 in the case of Costa Rica.
[i] 1987
[j] Corresponds to basic education teachers (Grades 1 to 9). For 1980 and 1985 corresponds to primary education teachers (Grades 1 to 6).
[k] Classroom teachers.
[l] 1984 [m] 1985 [n] 1981
[o] Corresponds to 1986; for 1988 the 1990 SIRI survey reports a total of 276 teachers, which figure is not consistent with that of 1985.
[p] The figure for 1985 includes secondary teachers [q] Public sector

Notes table 24

[a] The figures corresponding to sub-regional totals of the private sector and urban and rural areas are averages; they do not include countries without information. See notes in source tables.

Notes table 25

[a] Corresponds to teachers with incomplete university studies.
[b] Corresponds to empirical teachers. In the case of St. Vincent, corresponds to A or O Levels or equivalent.
[c] 109 pre-school empirical teachers have received training; there are 1 712 empirical teachers working in primary schools.
[d] Public sector only.
[e] Teachers without degrees or certificates have received training.
[f] Includes grades 1 - 9.

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g The number of teachers without degrees or certificates was calculated using percentage of those without degrees or certificates.
h Corresponds to countries with information.
i 1986 j 1987 k 1988

Notes table 26

a Aruba, Bolivia, Brazil, Guatemala and Mexico report the same number of teaching posts as classroom teachers.
b Classroom teachers are those who in fact teach in the classroom; i.e., they do not carry out any directive or administrative functions at all.
c 1987 d 1986 e 1988 f Public sector.

Notes table 27

a Totals contain figures from nearest year for countries without information, except for information by area. The percentages corresponding to sub-regions are weighted.
b The figures corresponding to urban and rural areas do not include countries without information, therefore, they do not necessarily add up to the total.
c 1987
d 1984
e Brazil: UNESCO reports 204 949 primary schools for 1985 and 209 428 for 1986
f 1988 g 1986 h 1990
i The distribution by urban and rural area was estimated using 1987 percentages.
j Does not include 575 public schools closed down for various reasons.
k 1985 l 1981
m Complete public schools.

Notes table 29

a In Uruguay, Costa Rica, Grenada, Jamaica and St. Kitts and Nevis, 100% of schools are complete. The data by subregion in each column corresponds only to those countries for which information is available.
b 1988 c 1987
d Unitary and concentrated institutions.
e Includes totals by area but not for area broken down by administrative hierarchy.
f 1986 g Public sector.

Notes table 30

a The data for subregion totals and general total only includes countries for which information is available. Averages are weighted.
b 1987 c 1986 d Public sector e 1988

Notes table 31

a The data for subregion totals and general total only includes countries for which information is available. Averages are weighted.
b 1987 c Public sector
d 1988
e Includes technical personnel.
f The population with special learning needs is estimated at 10% according to international reports on persons born (or who become) disabled, although they report that between 10% and 20% of the school-aged population require special education or some type of special measures. See. U.N. World Action Programme for the Disabled, 1983; U.N. Disability: Situation, Strategies and Policies. 1987; Hegarty, S, The education of children and young people with disabilities; principles and practice. UNESCO, 1990.
g Corresponds only to countries whose net rate (first six grades) is over 90%, since estimates were arrived at by subtracting the number of children outside the school system (in the references ages for primary school) and the number of children with special needs who attend as such (whether in special schools or in regular classes) from the 10% of the 7-to-12-year old population.
h Corresponds to ages 5-10.
i Pupils per teacher in special schools.

Notes table 32

a 1985/86
b 339 617 people attended the three-year literacy training program, 1985-1987.
c 1987
d 1990
e In 1988, 118 505 people attended continuing education, formal mode, and 1 298 110 people attended non-formal programs, of which 1 259 058 corresponded to public sector programs.
f In 1989 information is only available for the public sector continuing education at secondary level, attended by 13 814 students, 6 648 of which were women.
g The figures appears as corresponding to both the formal and non-formal sector. It was assumed that it corresponds to the non-formal sector.
h Only includes population with information.

Notes table 33

Note 1: Illiterates were estimated by projecting the survivors of each group according to CELADE death rates. The literacy rate of the group closest to the 1987 estimate was applied for the 15-19 and 20-33 age groups.

Note 2: The figures for the English-speaking Caribbean correspond to 1987 estimates. The age groups for this sub-region are 20-24 instead of 20-27; 25-34 instead of 28-32; 35-44 instead of 33-43; 45-54 instead of 44-53; 55 and over instead of 54 and over.

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Notes table 34

Note 1: Illiterates were estimated by projecting the survivors of each group according to CELADE death rates. The literacy rate of the group closest to the 1987 estimate was applied for the 15-19 and 20-27 age groups.

Note 2: The figures for the English-speaking Caribbean correspond to 1987 estimates. The age groups for this subregion are 20-24 instead of 20-27; 25-34 instead of 28-32; 35-44 instead of 33-43; 45-54 instead of 44-53; 55 and over instead of 54 and over.

Note 3: The age group at the top of columns three, four, five and six may be different for each country, with each age group beginning with the year following the last of the preceding group.

Notes table 35

[a] The number of newly literate persons was estimated by correcting the smallest number of persons in the 15-24 age group in a base year and that of the 25-34 age group for the final year. The percentage was calculated with respect to the population for the final year.
[b] Corresponds to countries with information available in this table. Averages are weighted.
[c] Does not include Peru, wich there is no information available.
[d] Notes on the subregions apply to Region. Averages are weighted.

Notes table 36

[a] Includes 1970 cohort data for Bolivia and estimated data for Brazil
[b] Includes 1964 and 1985 average cohort data (25-34 age group) and 1964 cohort data (35-44 age group) for Colombia and 1981 cohort data for Peru
[c] Includes 1972 cohort data for Peru
[d] Information for 1970 is based on a sample survey of census reports
[e] 1976 census data has not been adjusted by under-reporting index, estimated at 6.99%. 1988 data was obtained from the document "Encuesta Nacional de población y vivienda 1988. Resultados finales La Paz, Bolivia, Julio 1989" by INE and UNFPA/DTCD.
[f] Jure population for 1970
[g] According to a 4% sampling for 1973
[h] Excludes nomad indigenous tribes
[i] Excludes jungle-dwelling indigenous groups. For 1961 according to a 15% sampling of census reports; for 1971 and 1981 data has not been adjusted according to under-declaration indexes, estimated at 3.86% and 6.99% respectively.
[j] For 1971, excludes jungle-dwelling indigenous groups
[k] Includes 1970 cohort data for El Salvador, Guatemala, Honduras, and Nicaragua.
[l] For 1963, according to a 5% sampling. Jure population for 1973
[m] For 1961, includes persons with unknown reading and writing capacity
[n] Data based on 5% sampling. Jure population for 1973
[o] Jure population for 1974
[p] For 1963, data according to 5% sampling. Jure population for 1971
[q] For 1960, data from 5% sampling
[r] Includes 1972 cohort data from Haiti
[s] Includes 1970 cohort data from the Dominican Republic
[t] Jure population for 1971
[u] Jure population for 1970
[v] For 1970 persons without schooling have been considered illiterate, except for Trinidad and Tobago.
[w] Includes 1970 cohort data for Trinidad and Tobago.
[x] Includes 1960 cohort data for the British Virgin Islands, Jamaica, Montserrat, St. Kitts and Nevis.
[y] Notes on subregion valid for Region.

Notes table 37

[a] Female population used for estimate corresponds to CELADE estimate.
[b] Both figures for males and females correspond to the 14-19 age group.
[c] Incomplete primary schooling corresponds to pupils studying some grade in basic primary school; complete primary schooling to some year in intermediate primary school; age not reported was included in 65 and over.
[d] Jure population.
[e] Figures estimated for 15-19 and 20-24 age groups.
[f] Education level distribution in "complete" and "incomplete" estimated.
[g] Estimated figures for 20-24, 25-34 and 35 and over age groups.
[h] High school level includes UTU, teacher training and military instruction; unknown level was included in "no schooling".
[i] Distribution by level of schooling of the population by sex was estimated.
[j] No schooling includes "unknown level".
[k] Population used for calculation, estimated by CELADE.
[l] Unreported age was included in 65 and over age group; "undeclared level" included in "no schooling".

Notes table 38

[a] Corresponds to 14-19 age group.
[b] Netherlands Antilles and Barbados do not report information for 15-19 age group.
[c] No breakdown of data into "complete" and "incomplete" available. However, most complete primary school.

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Notes table 40

[a] Figures are expressed in relation to male average, indexed by 100; the lower the figure the larger the gap; the closer the figure to 100 is, the smaller the gap.
[b] Only includes countries with information available. Averages are weighted.
[c] Figures estimated at source.
[d] 1986; [e] 1983; [f] 1984; [g] 1988; [h] 1981;
[i] Corresponds to "equivalent universities and institutions". [j] 1980; [k] 1985;
[l] Corresponds to subject "general education". [m] 1982; [n] 1975
[o] 1987; [p] 1989 [q] 1990 [r] Corresponds to higher education other than university.

Notes table 41

[a] 1980-86 period. [b] 1986 [c] Does not include countries from the English-speaking Caribbean.
[d] 1985-90 period. [e] Does not include China or India.
[f] 1988

Notes table 42

[a] Expenditure per pupil is shown in Table 4.
[b] Refers to Government spending.
[c] 1965-1988 period.
[d] Year different to that shown. [e] 1987
[f] Only Ministry of Education expenditure.
[g] 1985 [h] 1980 [i] 1984
[j] Does not include spendings for universities
[k] As percentage of the global social product
[l] 1976

Notes table 43

[a] 1984 [b] 1980
[c] 1975-1980 period [d] 1970
[e] Corresponds to median.

Notes table 44

[a] GDP and its components are expressed in buyer prices, except for Brazil, Colombia, Honduras, Uruguay, Trinidad and Tobago and sub-regions and groupings of countries.
[b] 1986 [c] 1982
[d] Ratio between the "public spending on education as percentage of GDP, 1988" and "military spending as percentage of GNP, 1986".
[e] Corresponds to a different year than indicated in column.

Notes table 45

[a] Corresponds to a different year than indicated in column. [b] 1985

Notes table 47

[a] 1986
[b] Columns 1965 and 1986 correspond to 1969-1971 and 1983-1985 periods, respectively.
[c] 1981
[d] Corresponds to a different year than indicated in column.

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Access to primary school has spread in the region to even include isolated groups in rural areas. 92.3% of a simple-age population enrolls in primary education at some point in life, despite the apparently slow growth of the enrollment rate. This virtually universal access has generated considerable progress in literacy levels and a decrease in absolute illiterates has been observed. Nevertheless, there are still 42.5 million absolute illiterates and an even higher number of functionally illiterate individuals. The quality of education, in turn, has not improved in a manner consistent with social needs. Despite national efforts, high repetition rates, low academic achievement, short school years, limited time assigned to learning, low salaries for teachers, lack of learning guides and textbooks, high dropout rates and poor physical conditions in schools are, in part, the cause underlying the deficiente quality of education.

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